

UNIVERSITIES AND THEIR SONS



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UNIVERSITIES

AND

THEIR SONS



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W. D. Harris

UNIVERSITIES AND THEIR SONS

HISTORY, INFLUENCE AND CHARACTERISTICS OF
AMERICAN UNIVERSITIES

WITH
BIOGRAPHICAL SKETCHES AND PORTRAITS OF ALUMNI
AND RECIPIENTS OF HONORARY DEGREES

EDITOR-IN-CHIEF

GENERAL JOSHUA L. CHAMBERLAIN, LL.D.
EX-PRESIDENT OF BOWDOIN COLLEGE AND EX-GOVERNOR OF MAINE

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INTRODUCTION BY

WILLIAM T. HARRIS, PH.D., LL.D.
UNITED STATES COMMISSIONER OF EDUCATION

ILLUSTRATED

VOL. I

BOSTON

R. HERNDON COMPANY

1898

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Cambridge, U.S.A.

PREFACE

THE CONCORD, WASHINGTON, D. C., April 1, 1897.

R. HERNDON COMPANY,

SIRS, — Your plan for “Universities and their Sons” greatly interests me. An effort was made by the United States Bureau of Education in preparing for the exhibition at the Centennial in Philadelphia to arouse among these institutions an interest in their own history and in the work accomplished by their alumni; plans were carefully prepared and circulars issued, and gentlemen specially qualified were employed to visit and confer with trustees and faculties of a considerable number of institutions. This effort, in connection with that previously made, to make such study of the lives of the alumni as would enable us to find the true value of this grade of instruction, brought out surprising deficiencies in the records of many institutions. Some had no complete set of their catalogues, much less could they give any satisfactory account of the lives of their alumni.

Much has been done since, by the publishers of college books and journals, and specially by the issue of college histories by the Bureau, to disseminate this information. These results have been increased by the multiplication of alumni associations. But all that has been done does not set forth the needs which remain, which your plan will so far meet. The struggle to do the most imperative work has forced omissions which it would seem should now cease.

How often do both the faculty and the students of a generation fail to gain the inspiration justly theirs, by reason of the lack of knowledge of the sacrifices and triumphs of those who have gone before them? How many fail to bestow their wealth in aid of this instruction, and how many sons fail to take advantage of it, because they, or those advising them, do not know what those receiving it have thereby gained to themselves, or what they have contributed to the uplift of mankind and the advancement of civilization? If every man is a debtor to his profession, how much more is every “University Son” indebted to his education?

May the whole body of “Universities’ Sons” respond in the fullest measure of co-operation to the promotion of your purpose so well planned, and whose execution is so well assured by the character of your Editor-in-Chief and his associates.

Sincerely yours,

John Eaton

P R E F A C E

UNIVERSITIES AND THEIR SONS is intended to occupy a new field in University history, and it is believed will be of very special practical interest and value to the community and to the Universities themselves. The leading object of the work is to recognize the place which our higher institutions of learning have held in the development of our whole public character and work as a country or nation.

This shows the Universities in an aspect not commonly observed, or made of account. They are usually thought of as facilities for the education and culture of the individual; and in later years, as places where researches in science and philosophy are carried on and turned to good account for the general interest of education. But this work proposes to bring out in a clear light the practical influence which these institutions of learning have had, in not merely the "learned professions" and literature, but in what we call "business," extending to industrial and commercial lines, and in fact to all that expresses itself in the character and prosperity of a nation.

The first series, of which this is the initial volume, is devoted to four of the great Universities — Harvard, Yale, Princeton and Columbia — which have held the earliest and highest place in the educational forces of this country. The series will be complete in five volumes, appearing at intervals of about three months. The first contains, besides other matter, editorial and biographical, a historical sketch of each University, setting forth in a complete and scholarly manner not only the facts of its life, but its prevailing characteristics and its influences. The second will consist of biographical sketches, with portraits of administrative officials, faculties and instructors — the men who have made the several institutions what they are to-day, and are making the American University of the future. The work will then proceed to give in the following volumes

of the series the important facts in the lives of Sons of these four Universities, together with portrait-representation, when such can be secured.

When it is considered that the Alumni of Harvard, Yale, Princeton and Columbia number nearly seventy thousand, and that there are more than forty thousand living sons of these institutions, widely scattered not only over the country but throughout the world, it becomes at once apparent that to secure data and give space for biographical representation of any considerable proportion of them in a work of this character would be a physical impossibility. Nor is it necessary to the purpose of the work. The Publishers have planned to give representation to from three to four thousand subjects. This, they believe, will be adequate to fulfil the design of the work; and the collection of the required material for a greater number of biographical sketches than this would necessarily extend over so long a period that the connection between the later and the earlier volumes would be in danger of being lost.

In making selection of subjects for representation, the Publishers gratefully acknowledge valuable aid rendered by University officials, Class Secretaries and officers of various Alumni Associations, but they have relied mainly on the results of personal investigation made by their agents into the standing and comparative influence of individual University Sons in the respective communities where they reside. It is not in accordance with the plan of the work to confine these selections to men of national prominence and reputation, nor even to such as have made their careers and acquired what is popularly termed "success in life." On the contrary, an especial effort has been made to give place to University Sons now engaged in making their careers, and who are representative men in the affairs of life, rather than to those who tower above their fellows in intellect and position, and have reaped their full reward of success and honors; to those who are actively, worthily and usefully filling a place in the world, it may be in some modest sphere, but having in them the elements and spirit of growth and advancement to higher place and power; and particularly to obtain and present the facts showing the connection between their University training and the positions they now occupy in the busy world outside.

Nothing of like character and scope, so far as the Publishers are aware, has ever been given to the public. The class records and books of the Universities, issued periodically, contain such information as is procurable regarding the several

class members, but unaccompanied for the most part by portraits, and the publications are prepared solely for private distribution. In other works which have been put forth, Alumni who have held "official positions," or have been "officers in other colleges," have "served in the Civil War," or have received honorary degrees, are recognized as worthy of having the stories of their lives recorded in print, not only as a narration of practical benefit to their fellows, but as a matter of general interest as well. But the men of especial distinction above referred to form but a very small part of the whole number of Alumni. One can call to mind scores, hundreds, of University Sons who are active and useful members of society, prominent in business or in the professions, whose influence and example are worthy of emulation, and whose life-stories, if told, would convey most valuable lessons, yet who never held "official position," nor served in the army, nor received honorary degrees. Many of them are certainly entitled equally with the others to biographical recognition and honors. The influence of higher education, and especially of Harvard or Yale or Princeton or Columbia as an institution, upon "the directive power of the nation," cannot be determined and shown in any other way than by studying the careers of these comparatively unknown individuals who are truly representative of the whole body of University Sons. And any investigation into this subject would be manifestly unfair, incomplete, and of little practical value, if confined to the small number who have won public distinction and honors.

Under the general title of "Contributions to American Educational History," the United States Bureau of Education has in the past ten years issued a series of monographs on the History of Higher Education in the several States. The work is the outgrowth of an organized inquiry concerning the study of history in American Colleges and Universities, instituted in 1885, by General John Eaton, Commissioner, the results of which were published in 1887 as a Circular of Information of the Bureau, under the direction of General Eaton's successor, Colonel N. H. R. Dawson. This investigation, conducted by Professor Herbert B. Adams, of Johns Hopkins University, who was engaged by General Eaton for that purpose, disclosed fields of special educational interest in the history of the various higher institutions of learning, and the outcome was the series of monographs which has been issued by the Bureau under the successive administrations of Colonel Dawson and Dr. W. T. Harris as Commissioners. These publications,

although limited in circulation, like all government documents, have proven of widespread interest, and have had an excellent practical effect in attracting the attention of the large body of cultured and influential men engaged in College and University work to the direct and vastly important influence of higher education upon the life and growth of the American people.

To take up this line of investigation and study on a more comprehensive and extended scale than would be practicable or possible under the restrictions of a bureau or department of the government, and to follow it into the ranks of the people and into the practical affairs of life, is the purpose of *UNIVERSITIES AND THEIR SONS*. That this purpose is warmly commended by the able men under whose inspiration and direction the only attempts at this important work have hitherto been made, is evidenced by the subjoined letters.

It is confidently believed that the work cannot fail to fill worthily, and in an interesting manner, both a public and a University need, and an important place in the historic literature of the country.

THE PUBLISHERS.

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INTRODUCTION

DEPARTMENT OF THE INTERIOR

BUREAU OF EDUCATION

WASHINGTON, D. C., January 23, 1897.

R. HERNDON COMPANY, Boston, Massachusetts.

GENTLEMEN, — I am glad to learn from you that you are undertaking the publication of a series of volumes containing studies on the universities, colleges, and higher institutions of learning in the United States, paying special attention to the biographies of the alumni of these institutions. It seems to me that this is an important field to occupy. It will interest not only the alumni of a college or university to study the influence of the institution in the careers of its graduates, but it will interest all people. It will answer the question: What practical influence does the higher education of the country have upon its business and politics and literature, and, in general, upon the directive power of the nation? I trust you may prove entirely successful in carrying out your plans.

Very respectfully,



Commissioner of Education.

HIGHER EDUCATION IN THE UNITED STATES

BY W. T. HARRIS, PH. D., LL. D.
UNITED STATES COMMISSIONER OF EDUCATION

HIGHER education in the United States is given chiefly in institutions that bear the name of college or university, numbering 486 separate institutions in the several States and Territories. A portion of the work is given in separate professional schools of law, medicine and theology, and also in schools of engineering and technology. According to the returns for the scholastic year ending July 1, 1897, there were 76,204 students in colleges and universities; 10,449 students in the law; 24,377 students in medicine; 8,173 students in theology; 10,001 students in engineering and technology. The total number of students in higher education for the United States is thus 129,204. About one for each 486 of the population is enrolled in schools for higher education.

In order to understand these figures one must know accurately the meaning of the term "higher education." It may be said loosely that the first eight years' work of the child, say from six to fourteen years of age, is devoted to an elementary course of study. The next four years (fourteen to eighteen) is given to what is called "secondary education," conducted in public high schools (409,433 pupils), in private academies and preparatory schools (107,633 pupils),—a total of 517,066. Of pupils in secondary studies there is approximately one in 121 of the population. Higher education counts from the thirteenth to the sixteenth year (inclusive) of the course of study, and counting in with it the post-graduate work it extends to the nineteenth year of the course of study (from eighteen to twenty-one or to twenty-four years of age).

It would appear that of the undergraduates in universities and colleges about fifty-five per cent (a little more than one-half), are pursuing courses of study leading to the degree of Bachelor of Arts, while nearly twenty per cent (or one-fifth of all) are candidates for the degree of Bachelor of Science. The total number of degrees conferred during the year 1895-96 was, for the Bachelor of Arts degree, 4,456 men and 706 women; for the degree of Bachelor of Science, 1,381 men and 277 women.

UNIVERSITIES AND THEIR SONS

The total benefactions reported by the several higher institutions as having been received during the year 1895-96 was \$8,342,728.

EDUCATIONAL BENEFACTIONS, 1871 to 1896

YEAR.	Universities and colleges.	Colleges for women.	Professional schools.	Schools of technology.
1871	\$3,432,190		\$547,000	
1872	6,282,462		1,176,279	\$482,000
1873	8,238,141	\$252,005	698,401	780,658
1874	1,845,354	241,420	1,156,160	481,804
1875	2,703,650	217,887	476,751	147,112
1876	2,743,248	79,950	293,774	48,634
1877	1,273,991	163,976	448,703	201,205
1878	1,389,633	241,820	516,414	49,280
1879	3,878,648	543,900	386,417	59,778
1880	2,666,571	92,372	839,681	1,371,445
1881	4,601,069	334,688	972,710	177,058
1882-83	3,522,467	373,412	762,771	639,655
1883-84	5,688,043	310,506	1,307,416	520,723
1884-85	5,134,460	322,813	776,255	562,371
1885-86	2,530,948	266,285	857,096	188,699
1886-87	3,659,113	154,680	1,355,295	334,760
1887-88	4,545,655	425,752	772,349	203,465
1888-89	4,728,901	447,677	768,413	110,950
1889-90	6,006,474	303,257		
1890-91	6,849,208	725,885	1,466,399	
1891-92	6,464,438	220,147	1,905,342	
1892-93	6,532,157	182,781	1,225,799	
1893-94	9,025,240	369,183	1,460,942	
1894-95	5,350,963	625,734	1,480,812	21,530
1895-96	8,342,728	611,245	1,159,287	96,133
Total,	\$117,435,752	\$7,507,375	\$22,810,466	\$6,477,260

The following comparative table will show the item of income for the past five years. In 1896 the income to the universities and colleges (not including colleges for women) from all sources, excluding benefactions, was \$17,918,174; thirty-seven per cent of this was received in the form of tuition fees, twenty-nine per cent from productive funds, sixteen per cent from State and municipal appropriations, five per cent from endowments by the United States. The total of productive funds for the colleges and universities in 1895-96 was \$109,562,433.

INCOME OF UNIVERSITIES AND COLLEGES

STATE OR TERRITORY.	1891-92	1892-93	1893-94	1894-95	1895-96
United States	\$15,075,016	\$15,660,374	\$16,687,174	\$17,965,433	\$19,108,107
North Atlantic Division	6,497,227	6,790,028	7,328,091	7,765,251	8,477,872
South Atlantic Division	1,312,890	1,446,695	1,395,970	1,541,373	1,589,973
South Central Division .	1,233,982	1,125,359	1,203,350	1,290,534	1,504,301
North Central Division .	4,890,267	5,049,578	5,479,015	6,035,159	6,170,650
Western Division . .	1,140,650	1,248,714	1,280,748	1,333,116	1,365,311

Of students admitted to universities and colleges in 1895-96, forty-one per cent came from public high schools, forty per cent from preparatory departments of colleges, seventeen per cent from private preparatory schools.

AMERICAN AND EUROPEAN STANDARDS COMPARED

The American standard of what is called "Higher Education" is not precisely the same as that of Europe; there is a little more thoroughness of preparation, due perhaps to an earlier beginning in the strictly preparatory studies, in Europe as compared with America. In order to reduce the returns of higher education in the United States to the European standard it is necessary to omit the college students in the Freshman and Sophomore classes, and also omit all first year students in the professional schools except those that have received the degree of A. B., or its equivalent.

The following table prepared on this basis from a study of the catalogues of the several States for 1896, shows a total for the United States of 62,974 university students, measured by the European standard:

STUDENTS IN UNIVERSITIES, COLLEGES AND PROFESSIONAL SCHOOLS IN THE UNITED STATES, CORRESPONDING IN DEGREE OF ADVANCEMENT TO STUDENTS IN GERMAN OR FRENCH UNIVERSITIES

It includes the undergraduates in the senior and junior classes, all students of theology, students of medicine and law in second and subsequent years, with all in the first year having the degree of B. A.

STATE OR TERRITORY.	STUDENTS.						
	Juniors.	Seniors.	Post-graduates.	Law.	Medicine.	Theology.	Total.
UNITED STATES	15,025	12,249	5,316	5,541	16,772	8,071	62,974
North Atlantic Division	5,293	4,690	2,148	2,234	6,155	2,891	23,411
South Atlantic Division	2,095	1,482	501	786	1,829	886	7,579
South Central Division	1,915	1,314	305	242	1,675	1,054	6,505
North Central Division	4,902	4,193	2,068	2,074	6,591	3,149	22,982
Western Division . .	820	565	294	205	522	91	2,497

UNIVERSITIES AND THEIR SONS

STUDENTS IN UNIVERSITIES, COLLEGES, ETC. — *Continued*

STATE OR TERRITORY.	STUDENTS.						
	Juniors.	Seniors.	Post- graduates.	Law.	Medicine.	Theology.	Total.
North Atlantic Division.¹							
Maine	205	172	4		70	79	530
New Hampshire . . .	120	112	6		87		325
Vermont	82	81	4		105		272
Massachusetts	1,415	1,260	692	624	893	417	5,301
Rhode Island	169	121	126				416
Connecticut	535	566	239	161	91	189	1,781
New York	1,191	1,000	626	1,134	2,863	924	7,738
New Jersey	319	324	123			479	1,245
Pennsylvania	1,257	1,054	328	315	2,046	803	5,803
South Atlantic Division.							
Delaware	11	14					25
Maryland	361	313	260	83	962	375	2,354
District of Columbia .	63	49	93	515	314	95	1,129
Virginia	405	235	56	113	270	164	1,243
West Virginia	55	38	1	47			141
North Carolina	393	288	54	10	57	85	887
South Carolina	307	188	24	11	45	55	630
Georgia	467	326	10	7	181	112	1,103
Florida	33	31	3				67
South Central Division.							
Kentucky	335	191	7	24	612	564	1,733
Tennessee	490	355	90	83	568	385	1,971
Alabama	370	303	14	13	71	53	824
Mississippi	240	150	63	25			478
Louisiana	122	84	92	28	254	20	600
Texas	227	160	22	63	126	32	630
Arkansas	120	69	17	6	44		256
Oklahoma	9						9
Indian Territory . . .	2	2					4
North Central Division.							
Ohio	910	865	415	165	1,179	492	4,026
Indiana	510	468	166	100	250	178	1,672
Illinois	763	649	740	584	2,332	1,281	6,349
Michigan	505	455	124	454	586	79	2,203
Wisconsin	314	262	112	170	72	223	1,153
Minnesota	310	231	140	190	224	282	1,377

¹ To avoid misapprehension it should be noted that many students of this grade from the smaller States attend the great universities of Harvard, Yale, Princeton and Columbia.

STUDENTS IN UNIVERSITIES, COLLEGES, ETC.—*Concluded*

STATE OR TERRITORY.	STUDENTS.						
	Juniors.	Seniors.	Post- graduates.	Law.	Medicine.	Theology.	Total.
Iowa	450	369	122	162	451	153	1,707
Missouri	584	415	56	142	1,346	400	2,943
North Dakota	21	19	2				42
South Dakota	50	36	23				109
Nebraska	202	157	76	60	122	47	664
Kansas	283	272	92	47	29	14	737
Western Division.							
Montana	8	7					15
Wyoming		4	1				5
Colorado	110	60	40	30	135	16	391
New Mexico	3	6					9
Arizona	1	1	1				3
Utah	25	14	3				42
Nevada	19	18	6				43
Idaho	4	4					8
Washington	48	39	2				89
Oregon	121	50	23	51	21		266
California	481	362	218	124	366	75	1,626

THE PRE-EMINENCE OF THE COLLEGE GRADUATE

President Charles F. Thwing, of Western Reserve University at Cleveland, Ohio, has taken some pains ("Within College Walls," pp. 156 to 184) to ascertain the facts with regard to the proportion of men of directive power who have come into the community from the college or university. Taking the six volumes of Appleton's Cyclopædia of American Biography he finds sketches of 15,138 persons; of these 5,322 are college men. One out of every three persons of sufficient distinction to claim a place in a biographical cyclopædia is a college graduate. These 5,322 form, according to his estimate, one out of each forty graduates now living; while only one out of ten thousand of the population that has not received higher education has found a place in the Cyclopædia named. "Into one group gather together ten thousand infants and send no one to college; one person out of that great group will attain through some work a certain fame; into another group gather forty college men on the day of their graduation and out of these forty, one will attain recognition. The proportion is in favor of the college men two hundred and fifty times." See Dr. Thwing's table on page 6.

In view of the influence of higher education to secure success in life, it is of great interest to inquire what it is that gives higher education this value. Is it the branches of study chosen,

or is it the association with learned men as professors and with one's fellow-students in early manhood, or is it the discipline of work and obedience to prescribed regulations?

Upon a little consideration it is evident that it is not a mere will training, not a life of obedience to regulations that gives its distinctive value to higher education. In elementary education a training in regularity, punctuality, self-restraint and industry, is perhaps the most important thing, but higher education gives directive power and this depends upon insight rather than upon a habit of obedience. This insight may relate to human nature, and a knowl-

CLASSIFICATION OF 15,138 CONSPICUOUS AMERICANS¹

	College Graduates.	From Academies.	Non-College.	Total.	Per cent representing college graduates.
Clergy	1,505	59	1,080	2,644	56.92
Soldier	252	436	1,264	1,952	12.91
Lawyer	841	68	769	1,678	50.12
Statesman	464	65	811	1,340	34.63
Business	171	60	884	1,115	15.34
Navy	15	34	466	515	2.91
Author	415	39	668	1,122	36.99
Physician	427	36	449	912	46.82
Artist	66	39	525	630	10.46
Educator	625	42	345	1,012	61.76
Scientist	341	25	164	530	64.34
Journalist	96	11	206	313	30.67
Public Man	145	15	605	765	18.95
Inventor	19	3	144	166	11.45
Actor	4	4	99	107	3.74
Explorer, Pioneer	9	7	233	249	3.61
Philanthropist	29	6	145	180	16.11
Whole Number of Persons } named in Cyclopædia }	5,322	949	8,867	15,138	35.16

edge of human nature is gained by association with one's fellow-students and with professors and teachers; but it is gained more especially from books of science and literature. Or the insight may relate to physical nature, and in this case it is the man who re-enforces his own observations by the records of others, that attains eminence. It is in fact the course of study in higher education that contributes the chief factor of this influence which college graduates exercise upon the community.

Higher education in the Middle Ages was limited to the *Trivium* (grammar, rhetoric and logic) and *Quadrivium* (arithmetic, geometry, music and astronomy). Grammar as the science of language reveals the structure of the instrument of human reason; rhetoric deals with the art of persuasion and studies the structure of the written discourse; while logic deals directly

¹ By C. F. Thwing.

with the structure of thought. The structure of thought, the structure of language and the structure of the written discourse furnish a proper study for the training of a critic of thought or of its exposition.

Arithmetic was mathematics as understood in the Middle Ages; while geometry in the Quadrivium signified an abridgement of Pliny's geography with a few definitions of geometric figures. Music signified poetry.

Grammar, rhetoric, logic and music, dealt with language and literature and the laws of thought; their study could not but result in giving to the youth an intimate kind of self-knowledge.

Three branches, arithmetic, geometry and astronomy, made the student acquainted with the world of nature in its mathematical structure and in its accidental features.

The course of study in higher education has endeavored to make the youth acquainted with human nature and physical nature, and this more especially in their logical condition or permanent structure rather than in their accidental features. Directive power has for its function to combine human beings with a view to realize institutions or to accomplish great undertakings. It makes combinations in matter directing the current of the world's forces into channels useful for man. To make these human combinations and these physical combinations possible the studies of the higher education are chosen.

To realize how the colleges of this country have from the earliest times kept this in view, although perhaps unconsciously, a few examples of the requirements for admission are here offered.

REQUIREMENTS FOR ADMISSION

I. — HARVARD UNIVERSITY, 1642. — When scholars had so far profited at the grammar schools, that they could read any classical author into English, and readily make and speak true Latin, and write it in verse as well as prose; and perfectly decline the paradigms of nouns and verbs in the Greek tongue, they were judged capable of admission to Harvard College. — Peirce's History of Harvard, Appendix, p. 42.

II. — PRINCETON UNIVERSITY, 1748. — None may be admitted into college but such as being examined by the President and Tutors shall be found able to render Virgil and Tully's Orations into English; and to turn English into true and grammatical Latin; and to be so well acquainted with the Greek as to render any part of the four Evangelists in that language into Latin or English; and to give the grammatical connection of the words. — Princeton Book, 5.

III. — BOWDOIN COLLEGE, 1802. — Principles of the Latin and Greek languages, ability to translate English into Latin, to read the Select Orations of Cicero, the *Æneid* of Virgil, and an acquaintance with arithmetic as far as the rule of three. — History of Bowdoin, XXXII.

IV. — SOUTH CAROLINA COLLEGE, 1804. — For admission to the Freshman Class, a candidate shall be able to render from Latin into English, Cornelius Nepos, Sallust, Cæsar's Commentaries, and Virgil's *Æneid*; to make grammatical Latin of the exercises in Mairs' Introduction; to translate into English any passage from the Evangelist St. John, in the Greek Testament; to give a grammatical analysis of

the words, and have a general knowledge of the English Grammar; write a good, legible hand, spell correctly, and be well acquainted with Arithmetic as far as includes the Rule of Proportion. — History of South Carolina College, by Laborde, p. 19.

V. — DARTMOUTH COLLEGE, 1811. — 1. Virgil; 2. Cicero's Select Orations; 3. Greek Testament; 4. Translate English into Latin; 5. Fundamental rules of Arithmetic. — Dartmouth College, by Smith, p. 83.

It would seem that the main point in the entrance examination to Harvard University in the seventeenth century was to secure such facility in the Latin tongue that one could use it as the instrument for pursuing higher studies. One should be able to read any classical author and also be able to speak the Latin tongue. Some knowledge of Greek also was required even from the beginning. Princeton, a hundred years later than Harvard, makes the same requirements in Latin and insists on a little more in Greek. Half a century later still, Bowdoin, South Carolina and Dartmouth colleges have practically the same requirements for admission as Princeton in 1748.

THE COURSE OF STUDY

Some of the earliest courses of study in American colleges show the prominence of the studies of the Trivium and the Quadrivium insisted on in the Middle Ages. In Harvard, for instance, in 1642 there were logic, algebra and grammar, besides the study of natural philosophy. Assuming that the course of study as given is complete, it is interesting to note that in this college Latin is supposed to have been completed before entering, and that the student takes up both Greek and Hebrew in his first year. This inference, however, may not be accurate. If the students were of the same age on entrance to college in 1642 as in 1897, it could be said that their studies in Freshman year were so difficult that one would hardly expect more than a verbal memorizing of the text. It is noticeable that mathematics begins to be studied in the third year and that arithmetic, geography and astronomy make their appearance at that time, the third and last year. Some branches of natural science and history belong also to this third year. Yale in 1702 required a strong course in Latin and Hebrew. And in 1726 it seems that Harvard had included Latin with its languages to be studied in college. One hundred years later South Carolina College had a course of study very much like that laid down at the present day. But Dartmouth at that time had arithmetic rather than algebra or geometry in its Freshman year and continued it even into the Sophomore year.

SAMPLE COURSES OF STUDY

HARVARD UNIVERSITY, 1642. — *First Year.* — 1. Logick; 2. Physicks; 3. Disputes; 4. Greek — Etymologie and syntax; grammar; 5. Hebrew — Grammar; Bible; 6. Rhetoric.

Second Year. — 1. Ethics and politics; 2. Disputes; 3. Greek — Prosodia and dialects; Poesy, Nonnus, Duport; 4. Hebrew, etc.; Chaldee; Ezra and Daniel; 5. Rhetoric.

Third Year. — 1. Arithmetic; Geometry; Astronomy; 2. Greek — Theory, style, composition, imitation epitome, both in prose and verse; 3. Hebrew, &c.; Syriak; Trostius New Testament; 4. Rhetoric; 5. History; 6. Nature of plants. — Peirce's History of Harvard, Appendix, 6, 7.

YALE, 1702.—1. Latin; five or six orations of Cicero; five or six books of Virgil; Talking College Latin; 2. Greek; Reading a portion of New Testament; 3. Hebrew; Psalter; 4. Some instruction in mathematics and surveying; 5. Physics (Pierson); 6. Logic (Ramus).—Yale Book, 25.

HARVARD UNIVERSITY, 1726.—While the students are Freshmen, they commonly recite the Grammars, and with them a recitation in Tully, Virgil, and the Greek Testament, on Mondays, Tuesdays, Wednesdays, and Thursdays, in the morning and forenoon; on Friday morning Dugard's or Farnaby's Rhetoric, and on Saturday morning the Greek Testament; and, towards the latter end of the year, they dispute on Ramus's Definitions, Mondays and Tuesdays in the forenoon.

The Sophomores recite Burgersdicius's Logic, and a manuscript called New Logic, in the mornings and forenoons; and towards the latter end of the year Heereboord's Meletemata, and dispute Mondays and Tuesdays in the forenoon, continuing also to recite the classic authors, with Logic and Natural Philosophy; on Saturday mornings they recite Wollebius's Divinity.

The Junior Sophisters recite Heereboord's Meletemata, Mr. Morton's Physics, More's Ethics, Geography, Metaphysics, in the mornings and forenoons; Wollebius on Saturday morning; and dispute Mondays and Tuesdays in the forenoons.

The Senior Sophisters, besides Arithmetic, recite Allsted's Geometry, Gassendus's Astronomy, in the morning; go over the Arts towards the latter end of the year, Ames's Medulla on Saturdays, and dispute once a week.—History of Harvard University, by Quincy, p. 441.

SOUTH CAROLINA COLLEGE, 1804.—The studies of the Freshman year shall be the Greek Testament, Xenophon's Cyropedia, Mairs' Introduction, Virgil, Cicero's Orations, Roman Antiquities, Arithmetic, English Grammar, and Sherridan's Lectures on Elocution. A part of every day's Latin lesson shall be written in a fair hand, with an English translation, and correctly spelled.

The studies of the Sophomore year shall be Homer's Iliad, Horace, Vulgar, and Decimal Fractions, with the extraction of Roots, Geography, Watts' Logic, Blairs' Lectures, Algebra, the French Language, and Roman Antiquities.

The studies of the Junior year shall be Elements of Criticism, Geometry, Theoretical and Practical, Astronomy, Natural and Moral Philosophy, French, Longinus de Sublimitate, and Cicero de Oratore.

The studies of the Senior year shall be Millots' Elements of History, Demosthenes' Select Orations, and such parts of Locke's Essay as shall be prescribed by the Faculty. The Seniors, also, shall review such parts of the studies of the preceding year, and perform such exercises in the higher branches of the Mathematics, as the Faculty may direct.

From the time of their admission into College, the students shall be exercised in composition and public speaking, for which purpose such a number as the Faculty shall direct shall daily, in rotation, deliver orations in the College Hall. There shall also be public exhibitions, and competition in speaking, and other exercises, held at such times and under such regulations as the Faculty shall require; and every member of the Senior Class shall, at least once each month, deliver an oration of his own composition, after submitting it to be perused and corrected by the President.—History of South Carolina College, by Laborde, p. 19.

DARTMOUTH COLLEGE, 1811.—*Freshman Class*: 1. Latin and Greek Classics; 2. Arithmetic; 3. English Grammar; 4. Rhetoric.

Sophomore Class: 1. Latin and Greek Classics; 2. Logic; 3. Geography; 4. Arithmetic; 5. Geometry; 6. Trigonometry; 7. Algebra; 8. Conic Sections; 9. Surveying; 10. Belles-lettres; 11. Criticism.

Junior Class: 1. Latin and Greek Classics; 2. Geometry; 3. Natural and Moral Philosophy, 4. Astronomy.

Senior Class: 1. Metaphysics; 2. Theology; 3. Natural and Political Law.

—Dartmouth College, by Smith, pp. 83, 84.

WHY LATIN AND GREEK ARE STUDIED

But what is noteworthy in regard to the course of study for the higher education is the place occupied by the classic languages, Latin and Greek. Inasmuch as these are dead languages and not useful for oral communication in any part of the world, it would naturally be thought that a knowledge of them would have little practical value. Further, when we learn that the great works in these languages are all accessible in the various modern tongues of Europe, there would seem to be no excuse for retaining them in the course of study for higher education. One would adopt the word of Mr. Adams and call them "college fetiches."

In the Middle Ages, it is true, the Latin was the language of learning and was the only language used at an institution of higher education. Moreover all learned people wrote their books in Latin. It was a matter of necessity that a student in higher education should begin his course of study by learning to read, speak and write the Latin; but this condition exists no longer, very few books are now written in Latin and few colleges or universities conduct their class exercises in Latin.

Notwithstanding all this it remains a fact that the higher education of all modern civilized nations has devoted the lion's share in the course of study to the mastery of the Latin and Greek languages. The few persons who attain national and international reputation for directive power in various departments come from the small quota of society that studies these dead languages. Out of a million of persons who have come from our colleges and universities more than two hundred times as many persons attain distinction as from a million of people who have not entered them. The presumption therefore must be in favor of the study of these classic languages. It is therefore probable that they contain some educative element not to be found in other languages, ancient or modern,—it is likely in fact that the study of these languages gives to the student some peculiar insight into himself or his civilization. Looking at it from this point of view we discover the cause of the potency of these languages in higher education. For it occurs at once to any one acquainted with the history of the world that Rome and Greece hold an altogether unique relation to the civilization of Europe.

The dead languages Latin and Greek are the tongues once spoken by the two peoples who originated the two threads united in our modern civilization. The study of Greek puts one into the atmosphere of art, literature and science in which the people of Athens lived. It is not merely the effect of Greek literature; it is also the effect of the language itself, in its idioms and grammatical structure, for these are adapted to express the literary and artistic point of view of the mind. The Greek mind looks upon nature and seizes its spiritual meaning; it expresses this in the art forms of sculpture, architecture and poetry.

It is not an accidental frame of mind out of a great number of possible mental attitudes held by that people, but it is the supreme form, the highest potency, of the Greek mind. Whenever it comes to its flower it blossoms into art and poetry; if it is arrested in lower stages, as in Sparta or Thebes, still it manifests an æsthetic individualism, a sort of germinal form of the art-consciousness. For all Greeks celebrated the games and strove to attain gracefulness and beauty of body. Moreover the science and philosophy of the Greeks are merely a sequel to their art and literature. This will appear from a consideration of the chief trait of the Greek mind, namely the genius for portrayal.

The human mind in its attitude of artist is able to seize and portray an object by a few lines; it can neglect the thousands of other lines or traits, which do not count because they do not individualize, and it can select out with felicity just the lines which portray character. The Greek can do this both in sculpture and in poetry. It is clear that this ability to seize the characteristics of an object is a power that needs only a little modification to produce the scientific mind. For science also discovers the essential characteristics and unites scattered individuals into species and genera. For it is the classifying intellect.

More than this, the ethical intellect is simply a further developed poetic intellect. For the poet has a unital world-view. Homer, Sophocles and Æschylus are able to describe the infinite multiplicity of human personages and events, unifying them by an ethical world-view. Carry this ethical world-view over into prosaic reflection and we have philosophy. Philosophy discovers how the fragmentary things and events of the world should be pieced together in order to form a whole. It discovers how they can be made consistent as explained by the ethical principle of the world. Both their genesis and their ultimate purpose are contained in the world-principle.

That this æsthetic, philosophic and scientific principle should be indigenous in the Greek mind and that it should be manifested not only in the prose, scientific and philosophic literature of the Greeks, and more especially in their poetic literature and in their sculpture and architecture, should be a reason for giving a unique place to the study of the Greek language in higher education. But the case becomes still stronger when one sees that the language is itself a primary and immediate expression of the idiosyncrasy of the Greek mind. No one could study the grammar of the language and become acquainted with the words in its vocabulary without inducing upon his mental activity some of the proclivities and tendencies of that beauty-loving people.

So on the other hand the study of Latin puts the mind in a similar manner into the stern, self-sacrificing, political atmosphere of Rome. The Romans invented laws for the protection of life and property and also the forms of social combination known as corporations and city governments. To study Latin makes the pupil more attentive to the side

of his civilization that deals with combinations of men into social organizations. It makes him conscious of this institution-forming instinct which has been inherited from Rome and exists now as an unconscious proclivity in all the races that enter modern civilization.

The raw material of our civilization, our national stocks, Celtic, Teutonic, Norse, Gothic, Scythian, Slavic, or whatever we call them, enter into civilization only by adopting the forms of art and literature, science and philosophy, borrowed directly or indirectly from the Greeks, and assuming forms of government and codes of laws (civil and criminal) borrowed directly or indirectly from Rome.

To know one's self has two meanings, the Socratic and the Sophistic. According to the Sophist, to know one's self is to know one's individual idiosyncrasies; it is to know one's whims and caprices. But according to Socrates, to know one's self is to know the substantial elements of our human personality. It is to know ethical principles and see them as necessities of human nature, uniting individuals into institutions or social wholes. For by moral principles alone are social institutions, such as the family, the state, the church, and the industrial community, able to exist. The logical principles which form the structure of mental activity, these as well as the ethical structure of conscience have to be known if man would know his deeper self in a Socratic sense. The study of the classic languages is therefore a sort of revelation of our deeper selves, the self which forms our civilization and which gives rhythm to our social life.

But the study of the classics does not give one a world-view about which he can discourse in simple and plain language to uncultured persons. The initiated cannot explain the mysteries to the uninitiated. Higher education with its Greek and Latin is a process of initiation which enables the individual to enter into this kind of self-knowledge. He comes, only through this, to know his deeper social self, the institutional self-hood of his civilization.

If this view, which I have here traced in outline with some difficulty, is the true one, it will explain why it is that Latin and Greek (and no other language, ancient or modern) have so prominent a place in higher education, and why higher education has been and is so potent in preparing the individual for the office of social leader and director of his fellow-men.

At the risk of many repetitions I venture to expand this thought with the (perhaps vain) hope of making it clear.

LATIN AND GREEK--THEIR PECULIAR FUNCTION IN EDUCATION FURTHER EXPLAINED

Modern civilization is derivative; resting upon the ancient Roman civilization on the one hand, and upon the Greek civilization on the other. All European civilization borrows from these two sources. To the Greek we owe the elementary standards of æsthetic art and literature. They have transmitted to us the so-called perfect forms. All culture, all taste,

bases itself upon familiarity with Greek models. More than this, the flesh and blood of literature, the means of its expression, the vehicles in which elevated sentiment and ideal convictions are conveyed, largely consist of trope and metaphor derived from Greek mythology.

Before science and the forms of reflection existed, the first method of seizing and expressing spiritual facts consisted of poetic metaphor and personification. Images of sense were taken in a double meaning; a material and a spiritual meaning in inseparable union. Not only Anglo-Saxons but all European nations, even the ancient Romans, are indebted to Greek genius for this elementary form of seizing and expressing the subtle, invisible activities of our common spiritual self-hood. One can never be at home in the realm of literature without an acquaintance with this original production of the Greek people.

More than this, the Greek people, essentially a theoretically inclined race, advanced themselves historically from this poetic personification of nature towards a more definite, abstract seizing of the same in scientific forms. And hence with the Greek race philosophy and science are also indigenous. The Greek language is specially adapted to the function of expressing theoretical reflections, and in the time of the historical culmination of the Greek race, appeared the philosophical thinkers, who classified and formulated the great divisions of the two worlds, man and nature.

All subsequent science among European peoples has followed in the wake of Greek science; availing itself of Greek insight, and using the very technical designations invented by the Greek mind for the expression of those insights. This may be realized by looking over the works of Aristotle and taking note of the technical terms and the names of sciences derived from him.

The theoretical survey of the world in its two phases of development, æsthetical or literary, and reflective or scientific, is therefore Greek in its genesis; and a clear consciousness of the details and of the entire scope of that side of our activity, requires the use of the elementary facts—the primitive points of view that belong to the genesis or history of the development of this theoretical survey; just as a biological science explains the later forms as metamorphoses of the earlier. A knowledge of Greek life and literature is a knowledge of the embryonic forms of this great and important factor (the philosophy and poetry) in modern civilization.

The Roman contribution to modern civilization is widely different from that of the Greeks. Instead of æsthetic or theoretic contemplation, the Roman chooses the forms of activity of the will for his field of view. He has formulated the rules of civil activity in his code of laws. He has seen the mode and manner in which man must limit his practical activity in order to be free. He must act in such a manner as to reinforce his fellow-men and not lame or paralyze their efforts, and thereby also destroy the products of his own activity by cutting himself off from the help of his neighbors.

Let each one act so that his deed will not be self-destructive if adopted by all men. This is the Kantian formula for free moral activity. Man is placed in this world as a race, and is not complete as a single individual. Each individual is a fragment of the race, and his solution of the problem of life is to be found in a proper combination with his fellow-men, so as to avail himself of their help, theoretical and practical. Theoretically they will help by giving him the results of their experience in life; of their pains and pleasures; of their mistakes and successes; of the theoretical inventory which they have taken of the world in its infinite details; and of the principles they have discovered as the units which reduce those details to a system. Without this combination with his fellows he remains an outcast, a mere rudimentary possibility of man.

How important, then, is this invention of the civil forms which make possible this combination and co-operation! Other people, before the Romans or contemporary with them, may lay claim to this invention of the civil code. But their claims cannot be sustained. Moral and ethical forms, in sufficiency, they have; but the civil form which gives and secures to the individual the circle wherein he shall exercise supremely his free will, and beyond the limits of which he shall submerge his individuality utterly in that of the State—the supreme civil institution—such a civil form elaborated into a complete code of written laws, we do not find elsewhere.

It is, moreover, a settled fact in history that modern nations have received their jurisprudence from the Roman peoples, modifying the same, more or less, to accommodate it to the developed spirit of the Christian religion. It is essential for a correct view of this subject to consider carefully the nature of the forms of expression which must be used in order to define the limits of the free will. The code which expresses such limits must deal with prohibitions only, in so far as it defines crime. But it must furnish positive forms in which all agreements and contracts are to be defined. The full exercise of free-will within the sphere allotted to the individual is accomplished only by means of the institution of property. The complete idea of property renders necessary the possibility of its alienation, or transference to others. Contract is the form in which two or more wills combine, constituting a higher will. The Roman law furnishes the varied forms in which this higher will, essentially a corporate will, is realized. This is the most important contribution of Rome to the civilization of the world. So important is contract to the Roman mind, that, it defies soulless abstractions in which it sees incorporated civil powers. Its Jupiter, Mars, Juno, Venus, each personifies Rome. The word *religio* (binding obligation) etymologically expresses the highest spiritual relation as conceived by the Roman. He makes a vow, proposes a contract to his gods, and the gift of the god being obtained he will faithfully fulfil his vow.

The Roman people possess, as individuals, a sort of double consciousness, as it were a consciousness of two selves, a private and a public self: first, the self as supremely free within the circle of what it owns as its personal property, its “dominium;” second, the self as utterly

submerged in a higher will, that of the State, beyond its personal limit. All modern civilization, rooting as it does in that of Rome which had conquered the world, receives as its heritage this double consciousness, and can never lapse back into the naïve, childish consciousness of pre-Roman civilization. Just as the technical terms and expressions, the very categories in which literary and art forms or philosophical and scientific forms are possible, are derived from a Greek source, so too, on the other hand, these most important civil forms of contract, corporation, and criminal definition, are borrowed from Rome, and were originally expressed in Latin words, and Latin derivatives in most of the European languages still name and define these distinctions. Seventy-five per cent of the words of the English language are of Latin origin, those expressing refinements of thought and emotion, and deliberate acts of the will. As soon as one begins to be cultured he requires the Latin part of the English vocabulary to express himself.

To study Latin, just the mere language and its grammar, is to study the revelation of this Roman spirit in its most intimate and characteristic form. Language is the clothing of the invisible spiritual self of the people, a revelation of its primary attitude towards the universe. A study of the politics, history, religion and law-making of the Roman people is a still further initiation into the mysteries of this phase of modern civilization, but not so effective as the immediate influence of the language itself.

Comparative philology and sociology owe to us the duty of investigating the Greek and Latin languages with a view to discover (what must certainly exist) a grammatical and logical adaptation of those languages not only to express the fundamental point of view of those peoples, the one theoretical and the other practical, but to explain also how those languages stimulate by their reaction upon the minds of those using them, the original theoretical or practical tendency of the people who spoke them. The modern youth, by common consent in all civilized countries, is trained upon Latin and Greek as special discipline studies. Little or no mention is made of the rationale of this process, to the pupil. Very little is done to point out the relation between the facts seen through the Roman world-view and the facts which surround him. Nevertheless these ancient facts concern in one way or another the genesis of the modern facts, and the experience of life subsequent to school goes to the constructing of bridges of relation from the one fact to the other.

Merely by thinking the modern facts through the colored spectra of the ancient facts, the classically educated man is able to decompose the compound rays united in the modern. All unconscious that the classical material of his education performs the function of a decomposing prism, or that the ancient facts are embryonic stages of the modern facts, the student finds that he has a superior power of analysis and generalization, that he is able to divide his complex life and to fix his attention upon a single strand of modern civilization, its political and legal forms, or its theoretical or æsthetical forms. He, by this, learns how to direct the same practically. This ability is a real possession of the highest practical value, but he may

not have any true theory of its existence or of its origin. He may even call the source of his talent "a college fetich."

It is this subtlest and least observed, or most rarely formulated expression of the spirit of the Greek and Roman peoples, namely, their impression upon the grammatical forms and categorical terms of their languages, that exercises the surest and most powerful effect on the classical student.

One may say that of a hundred boys, fifty of whom had studied Latin for six months and fifty of whom had not studied Latin at all, the fifty with the smattering of Latin would possess some slight impulse towards analyzing the legal and political view of human life, and surpass the other fifty in this direction. Placed on the distant frontier, with the task of building a new civilization, the fifty with the smattering of Latin would furnish most of the law-makers and political rulers, legislators and builders of the State.

In the same way a slight smattering of Greek through the subtle effect of the vocabulary and forms of grammar would give some slight impulse not otherwise obtained towards theoretical or æsthetical contemplation of the world. On the highest mountain ridge a pebble thrown into a rill may divide the tiny stream so that one portion of it shall descend a watershed and finally reach the Pacific Ocean while the other portion following its course shall reach the Atlantic. It requires only a small impulse to direct the attention of the immature mind of youth in any given direction. A direction once given, the subsequent activity of the mind follows it as the line of least resistance, and it soon becomes a great power, or even what we may call a faculty. Certainly it will follow that the busying of the mind of youth with one form or phase of Roman life will give it some impulse towards directing its view to laws and institutions or the forms of the will, and that the occupation with the Greek language and life will communicate an impulse towards literary and philosophical views of the world.

The specialist in snakes and turtles would not deserve the title of profound naturalist, if he had happened to neglect entirely the study of the embryology of these reptiles. A knowledge that takes in a vast treasury of facts, but knows not the relation of those facts so as to bring them into systems of genesis and evolution does not deserve to be called profound. It is replete with information, doubtless, but not with the most valuable part, even, of information.

It cannot be too carefully noticed that one fact differs from another in its educative value, and that a knowledge of German or French is not a knowledge of a language which belongs to the embryology of English-speaking peoples, and hence is not educative in that particular respect, although it may be educative in many other ways. The revelation of man to himself is certain to be found in the history of the race. He who will comprehend literature and art and philosophy must study their evolution by peoples with whom they are or were indigenous.

The study of Latin and Greek therefore prepares the mind of the European or American to recognize and comprehend the most important element in his civilization. What these studies do for human nature, mathematics does for physical nature. The mathematics studied

in college enable him to comprehend quantity as it exists in time and space. All material existence in time and space is subject to mathematical laws. These laws can be discovered in advance of experience. The study of geometry, trigonometry, the calculus, and mechanics, in our colleges furnishes the mind of the student with a number of powerful tools of thought with which he can subdue nature.

ELEMENTARY, SECONDARY AND HIGHER STUDIES

A comparison of the methods of instruction and the course of study in the three grades of school, elementary, secondary and higher, will show us more clearly in what the special advantages of higher education consist. The child enters the elementary school when he is of proper age to learn how to read. He has not yet acquired an experience of life sufficient for him to understand very much of human nature. He has a quick grasp of isolated things and events, but he has very small power of synthesis. He cannot combine things and events in his little mind so as to perceive processes and principles and laws,—in short, he has little insight into the trend of human events or into logical conclusions which follow from convictions and principles. This is the characteristic of primary or elementary instruction, that it must take the world of human learning in fragments and fail to see the intercommunication of things. The education in high schools and academies, which we call secondary education, begins to correct this inadequacy of elementary education; it begins to study processes; it begins to see how things and events are produced; it begins to study causes and productive forces. But secondary education fails, in a marked manner, to arrive at any complete and final standard for human conduct, or at any insight into a principle that can serve as a standard of measure. It is the glory of higher education that it lays chief stress on the comparative method of study; that it makes philosophy its leading discipline; that it gives an ethical bent to all its branches of study. Higher education seeks as its goal the unity of human learning. Each branch can be thoroughly understood only in the light of all other branches. The best definition of science is, that it is the presentation of facts in such a system that each fact throws light upon all the others and is in turn illuminated by all the others.

The youth of proper age to enter upon higher education has already experienced much of human life, and has arrived at the point where he begins to feel the necessity for a regulative and guiding principle of his own, with which he may decide the endless questions that press themselves upon him for settlement. Taking the youth at this moment, when the appetite for principles is beginning to develop, the college gives him the benefit of the experience of the race. It shows him the verdict of the earliest and latest great thinkers on the trend of world history. It gathers into one focus the results of the vast labors in natural science, in history, in sociology, in philology, and political science in modern times.

The person who has had merely an elementary schooling has laid stress on the mechanical means of culture,—the arts of reading, writing, computing, and the like. He has

trained his mind for the acquirement of isolated details. But he has not been disciplined in comparative study. He has not learned how to compare each fact with other facts, nor how to compare each science with other sciences. He has never inquired, What is the trend of this science? He has never inquired, What is the lesson of all human learning as regards the conduct of life? We should say that he has never learned the difference between knowledge and wisdom, or what is better, the method of converting knowledge into wisdom. The college has for its function the teaching of this great lesson,—how to convert knowledge into wisdom, how to discern the bearing of all departments of knowledge upon each.

It is evident that the individual who has received only an elementary education is at a great disadvantage as compared with the person who has received a higher education in the college or university, making all allowance for imperfections in existing institutions. The individual is prone to move on in the same direction, and in the same channel, which he has taken under the guidance of his teacher. Very few persons change their methods after leaving school. It requires something like a cataclysm to produce a change in method. All of the influences of the university, its distinguished professors, its ages of reputation, the organization of the students and professors as a whole, these and like influences, combined with the isolation of the pupil from the strong tie of family and polite society, are able to effect this change in method when they work upon the mind of a youth for three or four years.

The graduate of the college or university is, as a general thing, in possession of a new method of study and thinking. His attitude is a comparative one. Perhaps he does not carry this far enough to make it vital; perhaps he does not readjust all that he has before learned by this new method; but, placing him side by side with the graduate of the common school, we see readily the difference in types of educated mind. The mind trained according to elementary method is surprised and captivated by superficial combinations. It has no power of resistance against shallow critical views. It is swept away by specious arguments for reform, and it must be admitted that these agitators are the better minds, rather than the weaker ones, which elementary education sends forth. The duller minds do not even go so far as to be interested in reforms, or to take a critical attitude toward what exists.

The duller, commonplace intellect follows use and wont, and does not question the established order. The commonplace intellect has no adaptability, no power of readjustment in view of new circumstances. The disuse of hand labor and the adoption of machine labor, for instance, finds the common laborer unable to substitute brain labor for hand labor, and it leaves him in the path of poverty, wending his way to the almshouse.

The so-called self-educated man, of whom we are so proud in America, is quite often one who has never advanced far beyond these elementary methods. He has been warped out of his orbit by some shallow critical idea, which is not born of a comparison of each department of human learning with all departments. He is necessarily one-sided and defective

in his training. He has often made a great accumulation of isolated scraps of information. His memory pouch is precociously developed. In German literature such a man is called a "Philistine." He lays undue stress on some insignificant phase of human affairs. He advocates with great vigor the importance of some local centre, some partial human interest, as the great centre of all human life. He is like an astronomer who opposes the heliocentric theory, and advocates the claims of some planet, or some satellite, as the centre of the solar system.

There is a conspicuous lack of knowledge of the history of the development of social institutions in many of the revolutionary theories urged upon the public. The individual has not learned the slow development of the ideas of private property in Roman history, and he does not see the real function of property in land. Again, he does not know the history of the development of human society. He has not studied the place of the village community and its form of socialism in the long road which the State has travelled in order to arrive at freedom for the individual.

The self-educated man, full of the trend which the elementary school has given him, comes perhaps into the directorship over the entire education of a State. He signalizes his career by attacking the study of the classic languages, the study of logic and philosophy, the study of literature and the humanities. It is to be expected of him that he will prefer the dead results of education to an investigation of the total process of the evolution of human culture. The traditional course of study in the college takes the individual back to the Latin and Greek languages in order to give him a survey of the origins of his art and literature and science and jurisprudence. In the study of Greece and Rome he finds the embryology of modern civilization, and develops in his mind a power of discrimination in regard to elements which enter the concrete life of the present age. It is not to be expected that the commonplace mind, which is armed and equipped only with the methods of elementary instruction, shall understand the importance of seeing every institution, every custom, every statute in the light of its evolution.

In this series of volumes which contain studies on universities, colleges and higher institutions of learning in the United States, with special attention to the biographies of the Sons of these institutions, ample opportunity will be afforded to investigate this great question of the nature and influence of the course of study adopted in our higher education. Only in the careers of graduates of a college may one trace with clearness the influence of its teachings. These volumes will do more than any other instrumentality to demonstrate what the higher education of this country has done to give shape to its business, its politics and its literature, and to show how it has furnished the directive power of the nation.

UNIVERSITIES OF LEARNING

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BY JOSHUA L. CHAMBERLAIN, LL. D.

EX-PRESIDENT OF BOWDOIN COLLEGE

CORRESPONDING with the desire of the human mind for knowledge, either to give it enlarged consciousness of its capacities or enlarged scope of positive power, is the impulse to preserve its acquisitions and communicate them to other minds. This disposition has been manifest in the institutions which have marked the flourishing epochs of nations and the ascendancy of great minds. In the earlier times of history of which there are records,—these very records in fact being examples of this tendency,—some nation has appeared to have an acknowledged eminence above others in this regard, more than commensurate with its relative extent or physical power. This would betoken the exercise and enjoyment of a mastery more than the merely material. But this supremacy has not held its place and power. It seems to have passed from time to time from nation to nation, until in more modern times communication has been more free, and the human sympathies and rivalries stronger, so that knowledge has been more quickly and more evenly diffused.

Perhaps it would be impossible to trace in determinate lines a vital relation between the great schools and centers of learning which have illustrated the prominent ages and places in the progress of civilization. Still there has been a certain continuity in the history of educational institutions, either by inheritance, or adoption, or imitation. All along the dim horizon of history the lights of learning are reflected on the clouds, a brooding token of moving yet continuous life. The torch of knowledge passing from people to people and from shore to shore, might seem to the casual observer to have but a broken and fitful course, yet when these points of radiance are joined by closer attention and deeper intelligence, they disclose the pathway of a persistent motion, in curves not wanting in grace or significance, and a sequence suggestive at least of continuity of influence, if not of the more intimate relations of cause and effect.

ASSYRIA AND EGYPT

In the early civilization of the East, the libraries were the centers of learning. They were also symbols of political power, or of national glory. Their prestige was such that although sometimes made objects of the vengeance of contending dynasties and races, they were oftener

borne away as spoils and trophies of war, or served as royal gifts between friendly powers. We are astonished to read of the vast libraries which adorned the splendid civilizations of Babylon and Assyria, in that long period from the time of Sargon of Akkad 3800 years before Christ, to that of Sardanapalus more than thirty centuries later. In ancient Egypt the temples were seats of learning and literary activity; the sacred books gathered in them connecting human things with the divine with so liberal a scope that they have been called "an encyclopædia of religion and science." Here too the great kings signalized their magnificence by the collection of treasures of literature and science and art in libraries and museums, which became schools of learning and culture. The library of Rameses I, in the fourteenth century before Christ, showed the scope of its purpose in the inscription it bore over its gates, "The Dispensary of the Soul." In the times of the Ptolemies the library at Alexandria was one of the wonders of the world. This was a working school as well, where with breadth of vision as well as of scholarship, many choice works of old Egyptian or Hebrew lore were translated into the Greek language.

GREEK AND SARACEN LEARNING

The Greek in turn gave to the Arabian. We can scarcely help associating the Academy and Lyceum where Plato and Aristotle held their delighted followers in familiar though deep discourse, with those centers and circles of learning which from the eighth century marked the course of Saracen domination on three continents, with the declared purpose of enabling and attracting its subjects to share the treasures of philosophy and science then the patrimony and the glory of the Greek language. Whether this movement was in response to a clearly indicated intellectual demand of the Arabian mind, or as it is most probable, a measure of good government and regard for the general welfare, — not without some aspiration for glory, — on the part of those memorable caliphs Haroun Al-Raschid and his son Al-Mamoun, it must be confessed that this impulse had reached a remarkable height when, — if we may believe the Moslem records of those times, — the latter of these ambitious spirits offered to the Emperor at Constantinople, with whom he and his predecessors had been waging fierce wars, a treaty of perpetual peace and a payment of five tons of gold, for the services of the philosopher Leo, if he would impart to him the mysteries of knowledge then in the keeping of the Greek.

Whatever may have been the exact truth in this instance, a brilliant fame remains to the Saracen in such great schools as those at Bagdad and Bokhara and their offshoots; in the rich libraries in these places and at Cairo, and the restored library at Alexandria, rivalling that of Ptolemy, in which in turn were preserved in translations into Arabic many valuable works whose originals have been lost in the wave and fire of war, or through the discouragement and degeneracy of the peoples in their ancient home; in the schools also which followed its conquests in Europe, — first in Sicily, reacting on the shores of Italy to quicken the impulse

towards classic learning scarcely then reviving there, and finally in Cordova in Spain, which became a powerful attraction and example for all Europe.

Thus the spirit of learning, having passed down the eastern end of the Mediterranean and illumined the shores of Asia and Africa for a season, while Europe lay under a shadow which has given to that period the penitential name of "the dark ages," now returned again by the western end of that sea, in something like an ecliptic path. Having made that circuit and passed on that torch, the Saracen genius, overborne by the dark power of the Turk, relapsed into shadow not even yet lifted, while a new day was dawning on Europe in the "revival of learning" led by Petrarch and Boccaccio, and broadening into the "renaissance" of all the arts, even that of recovering the ancient liberties of Rome, as was attempted by the high-souled but ill-fated Rienzi and Bussolari.

Whether this wavering path of the light and dark ages is by force of some "natural law in the spiritual world," or perchance by a force acting in the converse of this order,—the natural being but the manifestation of the spiritual,—a certain autonomic will, akin to instinct, dominating amidst the seeming play of the vibrations of human motive and circumstance which covers the linking of the iron chain of hidden cause and effect,—we cannot fail to discern beneath all the successions of phases and transitions, dissolution and reconstitution, a certain transmitted influence, or high, transcendent ruling, which determines the persistent ongoing and identity of human life. Nothing seems to be lost to man; we live from all the past, and for all the future.

And there may be in this course of learning a closer continuity than that of influence and stimulus. The very words we employ to mark the rise of modern conceptions of methods of study in the arts and sciences, in history and literature,— "revival" and "renaissance,"— imply something like a resurrection— a continuity, but also newness, of life. The vital germs planted long before, held in darkness and inert, and seeming lost, were only slumbering until the times were ripe for taking on the new life. Humble means were sometimes working out greater ends. It was for no momentary satisfaction that those recluse scholars in the ancient libraries busied themselves in translating precious works otherwise lost. It was not without some forecast that treasures of ancient lore were guarded in the seclusion and sanctity of cathedral and monastery, while the clergy and monks were forbidden or unable to read them. Truly the cloisters held some rare and chosen spirits, touched with higher lights than those by which they went their daily round.

THE MEDIÆVAL SCHOOLS

When the schools of the Roman Empire were swept away before the flood of Barbarian invasion, their places were taken by the cathedral and monastic schools. The conquerors thought it good policy to respect the Church, which held the prestige of a divine authority.

But the old Roman schools, after which the new schools patterned, devoted chiefly to the study of grammar and rhetoric, thus preserving the fame and influence of the Greek and Roman masters, opened also to a literature full of the praises of heathen gods, and the recitals of heathen mythology; and hence these studies did not find much favor with the Church authorities, and were not pursued far. Still this buried life was preserved and carried over. Out of it rose mighty institutions.

Thus the little school of Salerno, kept alive by peculiar monastic care, when touched by the genial influences of the Saracens on the neighboring shores of Sicily in the ninth century, rose rapidly into a vigorous medical school and university. Bologna also, a great law school at the beginning of the twelfth century, and a university of world-wide fame within the two centuries following, is said to have taken its rise under the fostering hand of Theodosius II, in the fifth century, and recognized by Charlemagne three hundred years later, to have been finally "established" by Irnerius three centuries later still. So too, there are positive and lasting results of that characteristic measure of the broad-minded Charlemagne, when he invited to his court at Aix-la-Chapelle the English scholar, Alcuin, the most accomplished man of his time. In the school he set up in his palace, this great master of men made himself and all his family pupils of Alcuin, who doubtless imparted to them what they were able to receive of his learning, and quickened their spirits for greater things. From this example, and the force of edicts from time to time issued by him requiring that candidates for orders in the church should be well instructed in all the knowledge then available, and that they should no longer be admitted from a servile class, but be sons of freemen, with a counter-balancing provision that gratuitous instruction should be given to the children of the laity in all schools, a mighty impulse was given to the character, the honor and the extension of education, through all his vast empire. One particular result appears in the school which grew up to become the renowned University of Paris. This, in turn, became prototype of many others, among which we may no doubt count the University of Oxford, and afterwards of Cambridge.

But here again appears a thread which indicates the continuous working of purposes and efforts, although in long obscurity and slow of result. It is not improbable that the first seeds of the higher learning were sown at Oxford by the illustrious Alfred, and it is well established that a school of arts, as then understood, existed there in the time of Edward the Confessor, in about the year 1050. And to the influence of these universities we know how much our early educational institutions in America are indebted.

Thus, even when the close connection of steps cannot be traced, we can see from the high ground of the present that all the paths of the past, small or great, direct or circuitous, lead into our own; and that we are made sharers of the knowledge, as well as of the spirit and impulse, which have quickened and strengthened other minds wide and far away in place and time.

The mediæval schools, following the traditions of the Roman, had for their type and measure a curriculum then supposed to comprehend the arts and sciences, the former division of which was the "trivium," regarded as elementary, consisting of grammar, rhetoric and logic; and the latter "quadrivium," embracing arithmetic, geometry, music and astronomy. The first of these divisions represented what we call in our day, language and literature. In the second group, the subjects classed as sciences seem to have been treated chiefly in an abstract manner, as mental concepts more than positive knowledge, which now determines what we regard as the peculiar field of science. These, indeed, had been treated only in the most elementary and superficial manner. Even astronomy, the earliest of the sciences, passing from Chaldea through Egypt to the Greeks, had, after the grand guesses at truth by Pythagoras, been suffered to fall into neglect, scarcely broken by the discoveries of Hipparchus and Ptolemy, until revived by the Arabians in the eighth century, and received no adequate attention until the advent of Copernicus nearly seven centuries afterwards.

THE UNIVERSITIES

The advance in the spirit as well as in the subjects of learning which marked the twelfth and thirteenth centuries, demanded great extension and indeed complete transformation. At about the beginning of the thirteenth century, the whole old curriculum, termed the "liberal arts," was gathered under a new general title,—"philosophy," and we find the universities starting out with four "faculties,"—philosophy, theology, jurisprudence and medicine. All these departments now took new depth and scope.

The sphere of medicine was wide indeed. There was no other science which comprehended any of the branches afterwards embraced in "natural history," including a description of all the phenomena of the animal, vegetable and mineral world. Under the name of "physics," these formed the basis of the science applied in the art of the practitioner of medicine, the tradition of which survives among English-speaking peoples in the title of "physician" among the learned professions of the present day.

It seems not a little strange that Europe owes to a race or order of the Oriental mind combining poetic tendencies, almost amounting to the romantic, with an active and positive temper, the impulse which led to the wide-spread and eager study of the more practical sciences so deep in their reaches and useful in their effects,—chemistry, physics and medicine,—in the very nomenclature of which lies a lasting recognition of obligation to Arabian genius and achievement.

The studies of theology and law were pursued with such vigor that they came to dominate the minds of almost all Christendom. The two positive, interpenetrating, almost rival powers,—the prestige of the old Roman Empire, and the actual, potent authority of

the Roman Church, — demanded of their intelligent subjects accurate knowledge of at least their positive edicts. There were thus two branches of the law, — the civil and the ecclesiastical. We can well understand why the study of the civil law, tracing not only the literal, positive precepts of the imperial codes, and their historic origin in the “twelve tables,” but also the application of the principles of natural equity as applied to the conditions of a growing civilization, comprising thus both the constitution and the law, and lying at the very foundation of the social order, should be regarded as of the highest dignity and importance. We can also understand why the study of theology, deriving its authority from the express sanctions of God himself, and claiming jurisdiction over every act and faculty of the human mind, and formally declared in the creeds of the church and the edicts of its recognized head, — a power commissioned from the spiritual spheres, rival, if not arbiter, of human law, — should assert itself as supreme in rank among the studies possible to man. Well may it be said that “these studies of the civil and canon law did more during the middle ages than all others put together, to shape and control the opinions of mankind.”

SCHOLASTICISM

In connection with this, one branch of the old “trivium,” that of logic, now embraced under “philosophy,” received remarkable extension. The habit of limiting this sphere of study to the powers of words was not wholly unreasonable nor without profit. For if all the meanings and relations of words are followed out, the mind cannot but advance in its powers both of definition and of comprehension. But when it comes to deal with abstract terms and general concepts, the mind wanders in a world of its own creation. Words are names of things; and what are “things”? This speculative application of logic was adopted as a method of ascertaining truth; and under the title of “dialectics” became the master-science of the middle ages. As it had its chief theatre in the schools, this method of reasoning was called “scholasticism.” Its importance was in the fact that it was applied to the discussion of some of the most momentous doctrines of theology. Curiously enough the turning-point of the determination was the reality of the objects denoted by abstract terms, and general concepts, sometimes called “universals” as including under them in extension many particulars. The question was whether these terms represented real existences in and of themselves, or were only names of concepts — forms fashioned in and by the mind, and having no existence outside of it. The adherents of the former view were called “realists”; and those holding to the latter view, “nominalists.” In these discussions, such writings as those of the Aristotelean logic, and Plato’s obscure *Timæus*, which formed a good part of their scanty philosophical literature, and those of St. Augustine on the controverted points of theology, were appealed to as final authorities.

But the necessity of dealing with words which cannot be otherwise than ambiguous and the imperfect apprehension of logical and real distinctions, could not fail to carry these metaphysical discussions into inextricable confusion. For Plato meant by his "idea" not the conception of the mind, but the object to which that conception conformed. And Aristotle seems not clearly to have perceived that that distinction between matter and form which he makes so important a part of his definitions, represents no actual, objective difference in things, but only sets forth the very same things apprehended under different modes of thought.

We may smile at these "quiddities" and "haccities," but they mark analytical abilities of a very high order, and great power of sustained thought; and the controversy, while engaged upon the finest and most recondite doctrines of theology, involved almost every relation below these, from Pontifical authority and ecclesiastical orthodoxy to professional and personal relations. So that our respect cannot be withheld, and our surprise is forestalled,—though not our sorrow,—when we learn that noble men like John Huss were sent to the stake for opinions having their ground in the intellectual apprehension of the nature of the entities lying behind general concepts and abstract ideas.

It may not be easy to explain why so many able men devoted the keenest powers and utmost energies for century after century to these discussions, nor why such multitudes of young men flocked to the universities from all parts of Europe to listen to them; but it is by no means a barren passage of history. While the spirit of an age in which such things were possible has passed away, and while perhaps no more positive gains than the exhibition of the possible permutations of terms and concepts have been added to the solid sum of knowledge, yet the enthusiasm resulting in and from these controversies undoubtedly led to the wide extension of the interest in learning, and to the founding of many great and noble schools the influence of which has enriched all later means and methods of study, and in many ways beyond those manifest has a world-wide potency to-day.

ORGANIZATION

The point of time, or determination, as to the name universities is not easy to ascertain. We know that the extension of the courses of study so as to constitute the four faculties was denoted by the term "studium generale," or "universale." Hence, no doubt, the title "university." But whether first adopted by the heads of institutions upon their wider organization, or a current appellation descriptive of their new departure, or whether the title was first obtained by virtue of special acts of recognition of the form or effect of charters conferred as franchises by the authorities of Church or State, it may not be possible or material to determine. It is clear that the matter of internal organization was of the first necessity. The great number of students resorting to these centers of learning from all quarters of Europe rendered it necessary

to adopt regulations and declarations of rights and powers equivalent in many respects to that of a corporation, or almost a body politic. We find at Bologna in the middle of the fourteenth century more than thirteen thousand students; and shortly afterwards at Paris more than thirty thousand,—a number equal to that of the whole body of resident citizens. The regulation and governance of so many aliens must have been matter of no small concern. Under such circumstances the students and professors of a common country organized themselves into societies, or student guilds, somewhat after the fashion of the Teutonic guilds of Northern Germany,—“confederations of aliens on a foreign soil,” each following its own peculiar customs, and adopting its own laws and regulations. Thus within these great schools were three or four distinct bodies, or “nations,” as they called themselves, which enabled them in some manner to secure protection and enjoyment of rights which they could not claim as citizens, nor enforce by process of local municipal laws. It would be curious if we could trace to this practice and custom that somewhat exclusive student-spirit, and that easily provoked jealousy between “town and gown,” and that now baseless and misleading notion that students are not amenable to the municipal laws, still lurking in the older American colleges.

TENURE AND POWER

But beyond this interior, self-sufficing organization, in notable instances special privileges and immunities were granted to students of the great schools by the civil, political and religious authorities. Such an instance is that of the Emperor Frederick Barbarossa, who, importuned no doubt by the crowds of students at Bologna in the year 1155 complaining of the oppression of the landlords in whose houses they were domiciled, won high favor by conferring upon them substantial privileges, which were afterwards embodied in the “*Corpus Juris Civilis*” of the Empire. In similar manner the University of Paris, besides its interior organization of “nations,” received from the Pope not only authority for the joint faculties to “regulate and modify the entire constitution of the university,” but also the privileges of sending a representative to the Papal Court, which conferred upon it rights as a corporate body before the courts of justice. In England, Oxford, which began its practical organization in the endowment of “halls” and “houses” for the maintenance of scholars, was referred to as a university in a document of King John in the year 1201; and a royal charter was soon after granted, which established its rights as a public institution under the patronage and protection of the State. In the next century it is formally recognized by the see of Rome as an authorized place of public instruction, in the category of Paris, Bologna and Salamanca; and various regulations are laid down respecting the professors and graduates of these institutions.

Following the precedent perhaps of Paris in its representation at the Papal Court, England in 1603 granted to her universities the right of representation by membership in the House of Commons, and in that capacity, by a remarkable extension of political privilege, participation

in the legislation and government of the nation and empire. The great prestige of the universities is also attested in the fact that they ranked among the powers of Church and State. The University of Paris was an arbiter between these. Philip the Fair invoked its aid when refusing the claim of Pope Boniface that by the ordinance of God all kings, including the King of France, owed complete obedience to the Pope, not only in religious affairs but in secular and human as well. And Charles the Wise, justly estimating the glory it had shed upon his throne, declared it to be the eldest daughter of the kings of France, and gave it precedence at court immediately after princes of the blood. In the great "schism of the West" it was under its advice that the French church formally withdrew itself from the dominion and authority of the Pontiff. And in the famous Council of Constance called to determine questions of utmost moment, its chancellor, John Gerson, was ambassador of the king, and wielding the prestige of the university with masterly diplomacy and dignity became the recognized oracle of the Council. Remarkable authority seems to have been accorded to Oxford, when in the turmoil over the Divine Right of Kings in the last years of Charles II, the university published a decree asserting the duty of passive obedience, and condemning the works of John Milton and others, demonstrating to the contrary, to be publicly burned.

SOUTH AMERICA

From these examples of the rise and character of the universities of Europe, we pass to the institutions of higher learning in the New World which have been more or less directly influenced by them. In South America they followed mostly the pattern of those of Spain. Whatever reproaches may be laid against the Jesuits, it cannot be denied that in their early wide-spread missions they did good service in the cause of education. It was by their efforts, conducted with self-denial, zeal, tact and patience, exercised among the people as well as towards the political authorities, that schools of learning in South America followed so closely the Spanish conquests. Through these efforts arose the University of San Marcos in Lima, Peru, which received the royal confirmation of Charles V in 1551. Next, in 1553, appears that of San Paulo near Bahia, Brazil, which as a source of knowledge and of civilization, was a power beyond any other in the history of that country. Nearly at the same time arose the University of Santiago de Chile, under the protection of Valdivia, the successful general of Pizarro, and in Mexico a university founded by the Jesuits, largely an ecclesiastical institution after the model of Salamanca and the Sorbonne, which maintained its place and character until on the separation of Church and State in 1857 it was dissolved, and its foundations distributed among special schools of all the arts and sciences, more suited to the needs of the times. In the province of La Plate, — formerly embraced in the vice-royalty of Buenos Ayres, and now a State in the Argentine Republic, — by struggles truly heroic the Jesuits founded in 1611 the College of San Francisco Xavier at Cordova, which eleven years afterwards recognized as the University

of Cordova, began a famous career as the center of Jesuit missions and the most powerful seat of learning on the continent. The course of study here was typical of the class. At first the old mediæval curriculum was followed, based on the Latin language. The higher courses were the scholastic philosophy and theology. By degrees the faculties of medicine and of jurisprudence were added. At length, in comparatively recent times, under the popular demand for "more practical and useful knowledge than that which makes priests, nuns, and pettifogging lawyers" — so their protest and petition ran, — the faculties of mathematics and the physical sciences in all their branches and applications, took an important place in the constitution of the university. However, the early prominence given in the university to the study of the civil law has had its later fruits in the proficiency in the political sciences attained in these countries. In general public law, and especially in international law, statesmen and juriconsults of South America rank with the ablest modern masters.

CANADA

In Canada the celebrated Laval de Montmorency founded in 1663 the Catholic Seminary of Quebec, and after many vicissitudes of experience he made over all his property to this institution, where he exercised a powerful influence over the civil as well as the ecclesiastical affairs of that important province of the French Crown. This was raised into a university in 1854, perpetuating his name; and still holds vital relations to the educational system of the Province. King's College in Winsor, Nova Scotia, has the singular prestige of owing its origin to distinguished "loyalists" from the United States, who took refuge there after the Revolution. The rigor of its theological requirements led to the establishment of Dalhousie College at Halifax in 1821. Among modern institutions of the highest class are McGill University in Montreal, founded in 1825, and the University of Toronto, founded as King's College in 1827, with "university privileges," since realized in its reorganization in 1849, on the model of the University of London. Other important institutions have affiliated themselves with this. These universities hold a very high rank among the directive influences of the Dominion.

UNITED STATES

But it is the universities of the United States which chiefly engage our interest. The blessings of education were prominent objects before the eyes of the founders of these colonies. The same feeling which in all early history appears to associate closely education and religion, had remarkable manifestation in this country. And there is a special reason for this in the wonderful development of religious and civil liberty hand in hand, which characterized the first century of Colonial history. The deep experiences of Protestant Christians in England, France and the Netherlands had awakened a resolution not to be repressed. Instinct, observation, conscience, understanding, reason, faith, — nay, memory,

hope, and far-cherished ideals,—conspired to impel the colonists at the very first, to establish schools of learning adapted to the new situation, but naturally holding to some traditions of those of the old world to which they, and the cause of liberty so dear to them, owed so much. Many of them were graduates of old Cambridge in England, which in the profound revolt against absolutism had become a stronghold of Puritanism. The spirit of the Baconian philosophy had not more transformed the subjects and methods of study, than had the open Bible revealing the worth of the individual soul transfused men's minds with the spirit of freedom. All our early colleges were grounded on religious principles, and inspired by religious purpose. Harvard, founded in 1636, was dedicated to Christ and the Church, and was especially designed to prepare young men for the ministry. Yale, following in 1700, with deep religious motives in its origin, as in its development, was entrusted to the guidance of Congregationalist ministers.

Nor was it only Puritans and Independents who held fast to the religious element in higher education. The College of William and Mary in Virginia, founded in 1692, had for one of its chief objects to provide suitable instruction for such as intended to take orders in the Established Church. The College of New Jersey also, though embracing many religious sects and the traditions of several nationalities, declared its purpose to be the intellectual and religious instruction of youth, and especially the thorough training of candidates for the holy ministry. And the Academy at Philadelphia, which in 1751 grew into the University of Pennsylvania, was founded by the sons of William Penn, who though a graduate of Oxford, became a stout defender and almost martyr of the cause of spiritual liberty, and the sons no doubt were actuated by that high teaching and example. Columbia too, though not perhaps the lineal descendant of the Dutch classical school which followed close upon the first steps of colonization under the auspices of the Reformed Church of the Netherlands,—which, it is worthy of remark, holds its unbroken line from 1643 unto these times,—owes much to this influence and example. At the capitulation in 1673, the English recognized the religious allegiance of the Dutch schools, and desiring a similar one of their own in 1754 founded "King's College," patronized by all Protestant denominations and by the Government of England. Rising with new life after the Revolution as "Columbia," it bore upon its seal mingled emblems of instruction and religious faith and doctrine, and legends in Hebrew, Greek and Latin under the mystic symbol of the Holy Trinity, with the testimony — both pledge and prayer, — "In Thy Light shall we see light."

The influence of these schools of learning who can doubt,—who can measure? Edmund Burke in his speech for the conciliation of the Colonies bears this testimony: "Another circumstance which contributes towards the growth and effect of this intractable spirit;—I mean their education. In no country in the world is the law so general a study. All who read,—and most do read,—obtain some smattering in that science.

This study makes men acute, inquisitive, dexterous, prompt in attack, ready in defence, full of resources. In other countries the people, more simple, judge of an ill principle in government only by an actual grievance; here, they judge of the pressure of the grievance by the badness of the principle." The libraries and teachings of the colleges kept the fountain full. Writes Thomas Hollis of England, one of Harvard's earliest benefactors: "More books, especially on government, are going for New England. Should these go safe, no principal books on that first subject will be wanting in Harvard College from the days of Moses to these times. Men of New England, use them, for yourselves, and for others; and God bless you!"

President Stiles of Yale—himself a noble patriot—gives testimony: "The Colleges have been of singular advantage in the present day. When Britain withdrew all her wisdom from America, this Revolution found above two thousand in New England only, who had been educated in the Colonies, intermingled with the people, and communicating knowledge among them." Well may we understand this when we see at their head such men as the Adamses, the Bowdoin, the Otises, the Quincies, Ames, Gerry, King, Parsons, for Harvard; the Livingstons, Silas Deane, Oliver Walcott, Wooster, Morris, Sedgwick, Wadsworth, Johnson, Hall, Baldwin, Ingersol and Nathan Hale for Yale,—the Dyers and Trumbulls and Wyllyses dividing their patronage between these two; Madison, John Dickinson, Ellsworth, Luther Martin, Reeve, Rush, Henry Lee for Princeton; Jay, Hamilton and Gouverneur Morris, Troup, Rutgers, Lispenard, Richard Harrison, Egbert Benson, Moore, Cruger and Stevens for Columbia; Hopkinson, Mifflin, Morgan, General Dickinson, Tilghman, and the Cadwalladers, and we might add Nixon, McKean and Robert Morris, for Pennsylvania; Jefferson, Monroe, Peyton and Edmund Randolph, Harrison, Wythe for William and Mary.

And how many others as worthy to be named, not participating directly in the formation or exposition of the new government,—preachers and ministers of the Gospel, teachers in the colleges, academies and schools, writers for the press, orators at town meetings,—did these colleges furnish for the country's need and honor!

Some of the leading minds of the Revolutionary times had been educated in the mother country. Especially was this the habit in the Southern Colonies. Of these were the Pinckneys, the Laurenses, the Rutledges, of South Carolina; the Lees and John Wilson, of Virginia, as also the Winthrops of Massachusetts.

Many too were what is styled, in distinction from college graduates, "self-made men," but perhaps still largely indebted to the influence of the college. Our patriots were not without education. They found a way or made it. Patrick Henry was privately educated by his father, a man of liberal education in the Old World, and ambitious for his son. John Marshall, though not a college graduate, received a classical education. So too, Elias

Boudinot. Henry Knox was a good scholar. Winthrop Sargent, Ethan Allen and Israel Putnam in one way, and Roger Sherman and John Mason in another, made their part in great events their means of education. George Washington had the whole country for his university. Benjamin Franklin was a university in himself.

There can be no doubt that the old classical colleges were well fitted to bring out the best powers of mind and character,—to build up a well-rounded manhood. This was not by the multitude of studies; it was by their character, and that of the noble men directing them. No student could fairly enter into fields then laid open without wakening in the mind a sense of its possibilities, and enforcing a certain discipline which gives the self-reliance and strength characteristic of manliness.

The Greek language opened the long vista of the aspiration for freedom. The Greek genius was spiritual. It saw the soul of things, and sought to embody it, in science as in art. Blending in its conception, as almost in its words, the ideas of the beautiful and the good, it set on wing those powers of the imagination which conceive and construct according to high and noble ideals. Loving the sunshine, yet with deep ethical instinct, it dealt with the profoundest mysteries of human life and destiny. We read to-day with stirring sympathy the tragedies of human will and fate wrought out in the soul of its great poets.

The Latin breathed the spirit of law. Its genius was essentially virile. It carried the impressive sense of strength, through order and obedience. It set forth in bodily form the relation of the individual and the State, which to the Greek was an endless problem or elusive image. Through restraint of will and regulation of power, it won the mastery of the world.

Mathematics touched the harmonies of the universe. It stirred the sublimest conceptions. The culture that came through it trained the power of sustained attention and connected thought, and formed the mind to habits of both vigor and rigor of reasoning.

The religious instruction, underlying all and reaching beyond all, revealed the dignity and destiny of the human soul, and its place under the moral government of the world. Its sacred teachings corrected the low moral tone of the classic literature. This gave to culture a balance where knowledge was sweetened by reverence, and at the same time quickened to power for noble achievement.

Out of such influences, earnestly administered and seriously cherished, we can well conceive what character of manhood would be wrought, and by this can understand the great examples of it which appeared in our early history.

And not only for those that shared these privileges was the college an instrument of discipline and culture. The mere existence of such an institution in the midst of a community has an educating power. It is a monument of achievement and monitor of

possibility. Even those who are not participant of its inner life are impressed by the familiar vision of an agency of power for good reserved and ready, and by that mysterious influence of presence which does not wholly reveal its source or its goal, but is one of the most effective appointed means of moving the human mind.

PRESENT ASPECT AND TENDENCY

On these lines the old colleges of the United States have built themselves up according to their means and their guiding spirit, for some two centuries. Those which sprung up in all the States after the Revolution under the fresh impulse of the people were largely shaped by these. And of later times there is no more significant characteristic than the disposition of persons who have acquired wealth to establish great and generously planned schools of higher learning, conceived and constructed after the same general ideals. Such modifications as have taken place have been in answer to the spirit of the times, or the advancement of science, or the ideas and purposes of the noble men who have established and guided them.

Regarding the present aspect and tendency of our colleges it is manifest that the religious element in them has somewhat changed, in expression if not in character, from the type of former times. The spirit and method of the study of the sciences so largely prevailing, — especially the requirement of positive verification by experimental tests conclusive alike upon all minds, — has undoubtedly affected the habit of thought and feeling towards matters depending upon spiritual evidence, and tended to diminish respect for authority, even in religion. The spirit of freedom, too, has taken a new departure. From revolt against absolutism it has extended to revolt against dogmatism. There is dogmatism everywhere, in science as in religion. Where truth is believed to be ascertained, it is to be maintained. But this reaction presses especially against religion, — or rather, against that form of it which is maintained by the church, — and not so much against the revelation and authority of spiritual truth in the individual soul.

So both these influences combine at present to work against the simple faith and habitual reverence of the times of old. The lack of reverence is undoubtedly a serious loss. For the holding of something sacred, and the recognition of relations to a moral, spiritual superior, are necessary to the best exercise of all the faculties of our nature. And surely the colleges, aiming to bring out the complete manhood, should not suffer themselves to be in default in these things. But it does not appear, even in these days of swift-moving and all-engrossing materialistic civilization, that the Christian spirit is set at naught or held in slight esteem. On the contrary it is interpreted more largely and applied more closely. Every reformer proclaims that he is seeking to apply the principles of the Christ. And the sense of individual responsibility which is enforced by all

study of human life and action will tend to counteract the vague submission to relentless "natural law," which is so repressive of the noblest aspirations of the mind. We cannot but perceive that Christianity is about entering on a new epoch of demonstration in the larger life of man. And the colleges under the guidance of noble minds conscious of their trust, will be held loyal to their ancient consecration, ministering to that true culture which is expressed in highest character, and recognizing the followers of Christ as the true church and his spirit manifested in the life of humanity as the true religion.

Closely related to this is the growing interest taken by all our institutions of learning in the political and economic sciences. It is an important part of a school of liberal education to fit young men for their duties as citizens. This function reaches very wide. Questions of government, of industry, of commerce, of finance,—questions arising from the manifold relations of our complex civilization, and pressing upon us for action, require intelligent, independent judgment on the part of citizens. And in the stress of the coming times, the great schools of the country should be fountains of knowledge and influence for right understanding and far-looking motives on these vital questions.

It is evidence of real advance in the "enfranchisement of humanity," and testimony to the practical effect of Christian principles, that the obligation is recognized of providing adequate instrumentalities for the higher education of women. There is no reason in nature, or in any revelation, why the mind of woman should not be admitted to the presence of highest truth, and why she should not be enabled to make full use of those delicate, spiritual powers,—the quick insight and almost divination of the true, the beautiful and the good,—which are a needful part of the directive forces of life, and for which it may be regarded a special provision of nature that in these attributes her endowments surpass those of men.

In connection with this, we are reminded to say that if there is a lack in the balance and completeness of the courses of higher instruction now offered, it is in the culture of the imagination. Opening the sense and the soul to the perception of beauty not only trains the mind in good taste and correct judgment of art, but also leads to the comprehension of great and perfect works. The imagination is a true constructive power. It forms conceptions of the ideals of truth, beauty, fitness and proportion without which mere knowledge of facts and niceness of analytical skill will be weight instead of wings in rising to complete mastery in any of the great arts of expression. This may not be so apparent in mere imitations of nature, or in technical and industrial drawings,—which, however, have their commercial value,—but it is a part of highest culture to draw the mind to the perception and comprehension of the beauty and power manifest in the universe, and in the works of human genius, which are also revelations of God.

The marked characteristic of present tendencies is the great amplification of studies

in the natural sciences. The wonderful advance in biology, chemistry and molecular physics, and the opening of new fields of interest and activity by reason of these discoveries and their practical applications, have created a demand for instruction in these departments, which the higher institutions of learning feel called upon to furnish. This cannot be adequately done except at the expense of a considerable inroad into the old, well-balanced "college course," especially designed to afford a general discipline and symmetrical culture of all the personal powers.

An expedient is resorted to by offering in the college course a liberal range of electives. A saving measure is adopted by so arranging these electives that a student who still desires the old course, or a moderately-modified new one, can find it by following the proper lines among the so-called "advanced courses." As a provisional measure this is, perhaps, the best that can be done. It certainly has the advantage of allowing the student to follow his natural inclinations and develop his special aptitudes; possibly also to gain a year or so in getting into his profession, or work in life, towards which there is now such hurry and rush.

But the professional schools, meantime, are increasing their requirements, and the whole college course is none too much to give the elementary knowledge and fitting discipline of mind to take up the professional course. The conditions in this country require thorough education for its professional men. No narrow or superficial preparation will suffice in this day for the successful practitioner in law, or medicine, or the ministry, or for the peculiar work of the journalist and public teacher. The colleges of the liberal arts ought to be strengthened on their own lines, instead of being required to enter upon technical or professional instruction. The provisions of electives should not look to cutting short the general disciplinary course. Electives—if a personal opinion may be here permitted—should not be taken between principal departments, but only between particulars in the same department. Language and logic should not be surrendered for biology, nor modern languages wholly displace the ancient. Nor should modern history, and political and social science and philosophy be left at all to election or option, but these should be studied by all in the light of practical ethics, in the maturer years of the course, so that young men can go out under this preparation and impulse to take their part in the direction of life for themselves and the community.

Some of the colleges, feeling the necessity of preserving the great features of the proper college course, have met the imperative demand by creating distinct and separate scientific departments, or special schools of science. Schools of Technology are established with more complete instruments of instruction. These are admirable in their intention and results; and although something of the breadth and symmetry of the college must be missed, such institu-

tions are the proper means of meeting those who for reasons sufficient to themselves prefer to waive the discipline of the college course, and move forward at once in the line of their professional work.

In what has been presented thus far, no distinction has been attempted between the college and the university. A sufficient reason for this might be in the fact that in this country, as yet, no characteristic distinction has been maintained. Some of the largest of our old colleges are now deeming it just and fitting that they should receive the higher title in recognition of their increased amplitude of studies or departments; and in rare instances, they have assumed this title in consideration of especial attention to depth, or advance, in study, rather than in the breadth of courses. Other recently established institutions, largely endowed and generously planned, providing for advanced and professional courses as their main object, have naturally, and not unjustly, taken the name of university. But still, there are no sharp or exclusive tests by which the name shall distinguish the thing. A college may multiply its course by dividing its studies into groups of electives. And any institution, by appropriate influence, may obtain the legal title of university, without evidence of any large range or profound reach of instruction. Perhaps there is no positive recognized test of titles. The universities of Bologna and of Paris had very different leading purposes and aims. Although the former was the great law school and the latter the great theological school of Europe, yet Bologna looked almost entirely to making itself a professional school, while Paris never lost sight of its original purpose and ideal, which was, by its breadth and balance of training, to afford a liberal culture, suitable for the character and station of a gentleman. This was the type of the English universities. So it was of our own early colleges.

But of late our institutions seem to have been found lacking in means for advanced instruction. For some years past no young man looking forward to securing a professorship in any department of our American colleges would deem his preparation finished until he had taken a degree at a German University. Something there may be in fashion about this; for in fact, one so minded could find adequate instruction in our own universities, to which we should naturally look as the place for the pursuit of advanced study and original research.

Such an enterprise as the "Chautauqua Assembly" for the promotion of knowledge and culture among the people, well entitled to be called a university in the breadth and sweep of its work, has the especial merit of meeting the people where they are, without requiring conditions impossible for them to fulfil. And the movements in "University Extension," though this is perhaps a misnomer as to the intrinsic character of the work, are deserving of high consideration as indicating the generous purpose of sending out as widely as possible the educational benefits which they are capable of conferring.

But it is evident also that the demand is strong for the intensive as well as the extensive. This means in such departments as language, history and philosophy, not only more intimate

knowledge of what has been said and done and thought, but a deeper insight into the nature and relations of man, and the reasons and incentives of his struggles with his environment. In the physical sciences it means a more positive knowledge of the elements and forces of the universe, and of their modes of action which we call laws. In the technical aspects of these sciences it means the study of man's practical relations to them, and the training of his faculties to skill in the use of them. This is a wide range for choice, but the work once chosen becomes a specialty, and is necessarily narrow. This field seems to belong to the university and the schools of technology; the former for original research and deep scholarship, looking to the mastery of knowledge; the latter for the applications of science, looking to mastery in the material arts.

But the sphere of the college is different from these. It is for that general, liberal culture, which looks to the excellence of the man himself,—his intellectual foundations, his intrinsic character. Whether in the "classical" or "scientific" department, an undergraduate course should have this aim. For the organization of our modern higher education we have then the college, somewhat conformed to modern demands, but never losing sight of its main objective; and the university, fitted especially for advanced work or deeper study on special lines. The historic origin, however, is still recognized in the gathering around the university of schools of law, medicine and theology, as well as of politics, pedagogy, and the several branches of technology, to suit the demand of an advanced and progressive civilization. These professional schools might indeed exist separately and independently of the university and of each other, as in fact many do; but there is no doubt a gain of power to the student in the breadth of environment, and the larger atmosphere, of an institution devoted to the widest range of study and deepest grasp of thought in many departments of knowledge.

Whether or not the college can be a miniature university, it should at all events be a school of complete manhood, taking cognizance not only of what makes for good work in the world, but regarding also the culture of the moral and spiritual powers which are the noblest endowments of personality. Hence it is that in every school of discipline and culture its real worth must be measured not merely by its range of courses, or gauge of studies, but largely by the soul which animates it.



Charles W. Eliot

HARVARD



HISTORY AND CUSTOMS OF HARVARD UNIVERSITY

By WILLIAM ROSCOE THAYER, A.M.

AUTHOR OF "THE DAWN OF ITALIAN INDEPENDENCE"; "POEMS, NEW AND OLD," ETC.

MEMBER OF THE MASSACHUSETTS HISTORICAL SOCIETY

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HARVARD COLLEGE

BOOK I

THE GROWTH OF THE INSTITUTION

CHAPTER I

THE COLLEGE UNDER THE COLONY, 1636-1692

ONLY six years after the founding of Boston, the General Court of the Colony of Massachusetts Bay passed, on October 28, 1636, O. S., the following resolution: "The Court agree to give Four Hundred Pounds towards a *School* or *College*, whereof Two Hundred Pounds shall be paid the next year, and Two Hundred Pounds when the work is finished, and the next Court to appoint where and what building." The munificence of this appropriation can be understood when we remember that the annual rates of the Colony did not then exceed £400. In 1637, twelve of the most eminent men were appointed "to take order for a college at Newtown;" among these were Winthrop, the Governor; Shepard, Cotton and Wilson, among the clergy; and Stoughton and Dudley, among the laymen. The name of Newtown was soon changed to Cambridge, as a mark of affection for the English town at whose university many of the Colonists had been educated. This was the official beginning of the College, but little had yet been done when, in 1638, the Reverend John Harvard died, and bequeathed one-half of his property and his entire library to the School at Newtown.

Of John Harvard, who thus became the titular founder of the College, but little is known. His mother, Katherine Rogers, was born in Shakespeare's Stratford, where her house still stands; she married Robert Harvard, a butcher, and dwelt in Southwark, London, where their son John was born. That son was baptized in St. Saviour's Church, November 29, 1607; he matriculated at Emanuel College, Cambridge, the favorite resort of Puritans, October 25, 1627; took his Bachelor's degree in 1631, and his Master's degree in 1635; and late the next year or early in 1637, having meanwhile married Anne Sadler, he set sail for Massachusetts. He settled at Charlestown, where he was admitted a townsman August 1, 1637, and was naturalized November 2. He seems to have engaged as a minister. He bought a piece of land and built him a dwelling near the old meeting-house on Town Hill. On May 26, 1638, he took part in

NOTE.—In the earlier parts of this sketch I have been under obligation to Quincy's *History of Harvard University* (2 vols., 1840); to *The Harvard Book* (2 vols., 1874); to *College Words and Customs* (1850); and to a valuable series

of articles by the late Professor Jacquinet in the *Revue Internationale de l'Enseignement* (Paris, 1881-4). Peirce's *History* (1831) was practically absorbed by Quincy; Eliot's *History* (1898) is in the main an epitome of Quincy.

a town meeting "to consider a body of laws"; and then, on September 24, 1638, he died of consumption. His estate, amounting probably to about £1600, had come to him from his mother, who had been thrice married—to Harvard the butcher, to Elletson a cooper, and to Yearword a grocer,—and has been wittily called the real *alma mater* of the College. The old Queen's Head Inn, at Southwark, which she owned and managed, was not demolished until 1895. Of John Harvard's personality we know little beyond what is implied in his gift to the



JOHN HARVARD STATUE

College. One contemporary refers to him as "a godly gentleman and a lover of learning"; Thomas Shepard says, "This man was a scholar, and pious in his life, and enlarged towards the country and the good of it in life and in death." Harvard was buried in Charlestown, and in 1828 the alumni of the College erected a monument in the cemetery there: but the exact site of his grave has long been lost.¹

Besides half of Harvard's estate, the College received his library, containing nearly 300 volumes, of works chiefly theological and classical. Out of gratitude for this bequest, the

¹ In 1883 a bronze statue, by French, was given to the College by S. J. Bridge, and erected in the Delta, west of Memorial Hall.

General Court, in March 1639, bestowed his name on the seminary. The example of the young founder stirred the generosity of the Colonists; the magistrates gave to the library books to the value of £200; individual gifts of £20 or £30 followed; and persons of smaller means, but of equal public spirit, contributed according to their substance. "We read," says Pierce, "of a number of sheep bequeathed by one man, of a quantity of cotton worth nine shillings presented by another, of a pewter flagon worth ten shillings by a third, of a fruit-dish, a sugar-spoon, a silver-tipt jug, one great salt, and one small trencher-salt by others; and of presents or legacies, amounting severally to five shillings, one pound, two pounds, etc."¹

The choice of Cambridge as the site of the College has had a deep effect upon its character. In early times, when access to Boston could be had only through Charlestown and thence by ferry, or by a roundabout way through Roxbury, the isolation of the College was almost complete: in our own day, when Boston can be reached in twenty minutes from Harvard Square, the College has the advantage of being near a large city, while at the same time Cambridge has retained many of the desirable features of a university town.

The first building devoted to the uses of the "School" was put up by Nathaniel Eaton in 1637, somewhere between the present Grays and Matthews Halls.² Eaton enclosed about an acre of land with a high paling, set out thirty apple-trees, and, according to Governor Winthrop, had "many scholars, the sons of gentlemen and others of best note in the country." Nathaniel Briscoe, "a gentleman born," assisted Eaton as usher; but the "School" did not long thrive. Briscoe complained of having received "two hundred stripes about the head," the scholars complained of bad food and harsh treatment, and in September 1639, Eaton was dismissed and fined by the General Court. Mr. Samuel Shepard was next designated to superintend the building and funds, which he did until the arrival in the Colony of the Rev. Henry Dunster, a man whose reputation for learning had preceded him, and who was immediately offered the position of President of Harvard College. With Dunster's appointment, in 1640, the unbroken history of Harvard begins. The following early description of the institution is from a work³ published in London in 1643: "The edifice is very fair and comely within and without, having in it a spacious hall, where they daily meet at the Commons, Lectures, Exercises, and a large library with some books to it, the gifts of divers of our friends; their chambers and studies also fitted for and possessed by the students, and all other rooms of office necessary and convenient; and by the side of the College a fair Grammar School for the training up of young scholars and fitting them for academical learning, that still as they are judged ripe they may be received into the College."

Under Dunster, "a learned, conscionable and industrious man," the College prospered so rapidly, that, in 1642, it held its first Commencement, and that same year (September 8) the General Court passed an "Act Establishing the Overseers of Harvard College." This Act, the first relating to the government of the institution, deserves to be quoted, as showing the theocratic ideal of the Colonists. It runs as follows:

"Whereas, through the good hand of God upon us, there is a College founded in Cambridge, in the County of Middlesex, called HARVARD COLLEGE, for the encouragement whereof this Court has given the sum of four hundred pounds, and also the revenue of the ferry betwixt Charlestown and Boston, and that the well ordering and managing of the said College is of great concernment, —

¹ Peirce, *History of Harvard University* (1831), 17.

² See "The College in Early Days," by A. McF. Davis, *Harvard Graduates' Magazine*, i. 367-9.

³ *New England's First Fruits*.

"It is therefore ordered by this Court and the Authority thereof that the Governor and Deputy-Governor for the time being, and all the magistrates of this jurisdiction, together with the teaching elders of the six next adjoining towns, viz.: Cambridge, Watertown, Charlestown, Boston, Roxbury and Dorchester, and the President of the said College for the time being shall, from time to time, have full power and authority to make and establish all such orders, statutes and constitutions as they shall see necessary for the instituting, guiding and furthering of the said College and the several members thereof, from time to time, in piety, morality and learning; as also to dispose, order and manage to the use and behoof of the said College and the members thereof all gifts, legacies, bequeaths, revenues, lands and donations, as either have been, are or shall be conferred, bestowed, or any ways shall fall or come to the said College.

"*And whereas* it may come to pass that many of the said magistrates and elders may be absent, or otherwise employed in other weighty affairs, when the said College may need their present help and counsel, it is therefore ordered that the greater number of magistrates and elders which shall be present, with the President, shall have the power of the whole. *Provided*, that if any constitution, order or orders by them made shall be found hurtful unto the said College, or the members thereof, or to the weal public, then, upon appeal of the party or parties grieved unto the company of Overseers first mentioned, they shall repeal the said order or orders, if they shall see cause, at their next meeting, or stand accountable thereof to the next General Court."

This Act provided amply for the general oversight of the College, allotting that oversight to the State, on the one hand, and to the clergy on the other; but it was soon found necessary to define more exactly the duties and qualifications of the immediate officers. Accordingly, on May 31, 1650, the "Charter of the President and Fellows of Harvard College, under the Seal of the Colony of Massachusetts Bay" was granted. By this Charter the Corporation was established, to consist of "a President, five Fellows, and a Treasurer or Bursar," to be, in name and fact, "one body corporate in law, to all intents and purposes." The Corporation had the power to elect persons to fill vacancies in its own body; to appoint or remove officers or servants of the College; and to administer its finances: but in all cases the concurrence of the Overseers was necessary. The General Court further ordered "that all the lands, tenements, or hereditaments, houses, or revenues, within this jurisdiction, to the aforesaid President or College appertaining, not exceeding the value of five hundred pounds per annum, shall from henceforth be freed from civil impositions, taxes, and rates, all goods to the said Corporation, or to any scholars thereof appertaining, shall be exempted from all manner of toll, customs, and excise whatsoever; and that the said President, Fellows, and scholars, together with the servants, and other necessary officers to the said President or College appertaining, not exceeding ten, viz.: three to the President and seven to the College belonging,—shall be exempted from all civil offices, military exercises or services, watchings and wardings; and such of their estates, not exceeding one hundred pounds a man, shall be free from all country taxes or rates whatsoever, and none others."¹

By an appendix to the College Charter, under date of October 14, 1657, a somewhat larger liberty was allowed to the Corporation in "carrying on the work of the College, as they shall see cause, without dependence upon the consent of the Overseers: *provided always*, that the Corporation shall be responsible unto, and these orders and by-laws shall be alterable by, the Overseers, according to their discretion."

¹ The first College seal, adopted December 27, 1643, consists of a shield with three open books (presumably Bibles), on which is the motto *Veritas*. Soon afterwards the motto

was changed to *In Christi Gloriam*. About 1694 the motto *Christo et Ecclesie* was adopted for the border of the seal, but with the three books and *Veritas* retained in the centre.

Thus constituted, the Government of the College has existed down to the present day. The Corporation may be regarded as a sort of Senate, which shapes and executes the general policy, and administers the funds of the institution; the Overseers are a representative and consultative body, which approves or rejects the acts of the Corporation, and deals more directly with the affairs of the students. The Corporation still consists of the President and Treasurer *ex officio*, and of five Fellows, and has authority to fill vacancies in its membership; the composition of the Board of Overseers, on the contrary, has changed, and these changes, as we shall see, have marked the liberation of the College, first from the clerical, and afterwards from political control.

Under President Dunster the College grew, in spite of difficulties, to provide more generously for the maintenance and repairs, and suggested that the Colony should contribute annually one shilling for the support of the library. An attempt was also made to discourage graduates from returning to England — a very common practice; it was justly observed that each family in the Colony should contribute annually to the support of the seminary. An attempt was also made to discourage graduates from returning to England — a very common practice; it was justly observed that each family in the Colony should contribute annually to the support of the seminary.



CHARLES CHAUNCY

Under President Dunster the College grew, in spite of difficulties, to provide more generously for the maintenance and repairs, and suggested that the Colony should contribute annually one shilling for the support of the library. An attempt was also made to discourage graduates from returning to England — a very common practice; it was justly observed that each family in the Colony should contribute annually to the support of the seminary.

His successor was the Rev. Charles Chauncy, formerly Professor of Greek and Hebrew at Trinity College, Cambridge. Having incurred the charge of heresy through his opposition to certain Anglican forms, he recanted. Coming to the Colony, he declared himself in favor of total immersion in baptism, and of celebrating the Lord's Supper in the evening — doctrines which clashed with Plymouth orthodoxy. But his was a yielding character, and

when the Presidency of Harvard was offered to him, he accepted it, on condition of "forbearing to disseminate or publish anything on either of those tenets, and promising not to oppose the received tenets therein." He soon complained that the grant allowed by the General Court for his subsistence was insufficient: "his country pay, in Indian corn," he said, "could not be turned into food and clothing without great loss." He seems not to have got relief, for again, in 1663, he presented a petition, in which he declared that he had been brought into debt, and "that the provision for the President was not suitable, being without land to keep either a horse or a cow upon, or habitation to be dry or warm in; whereas, in English Universities, the President well as stipend, and provisions, according to the Court, in reply, the country have done the petitioner, and English Colleges notwithstanding President Chauncy charge, although suffering at that time from the incursion of the Stuarts event which caused fear that their liberties were taken from them. This uncertainty so affected the prosperity of the College, that, since the General Court did not come to its rescue, the outlook was indeed black. But then, as so often since, private liberality supplied the official neglect. "The loud groans of the sinking College" came to the ears of the good people of Portsmouth, New Hampshire, who



INCREASE MATHER

pledged themselves to pay "sixty pounds sterling a year for seven years ensuing (May 1659)." Subscriptions were added from all parts of the Colony, and amounted to more than £2600. In 1672 a new building was begun, but, so slow was the payment of subscriptions, ten years elapsed before the new College could be completed.

On the death of President Chauncy, Leonard Hoar, a minister and physician and a graduate of Harvard, in the Class of 1650, although of English birth, was chosen to succeed him (July 1672). He enjoyed a brief popularity, and was then, in 1675, dismissed by the Court "without further hearing." The cause of his dismissal is uncertain: it appears that, "some that made a figure" in Cambridge excited the students against him, and that others, stirred by envy and ambition, encouraged his enemies. The students strove "to make him odious," and four members of the Corporation resigned: among them

in English Universities is allowed diet, as other necessary things to his wants." asserted that "the honorably towards that his parity with is not pertinent." his personal straits, did not desert his the College also was time from the eminent to the restoration in England, — an the Colonists to liberties would be This uncertainty so perity of the Col- General Court did rescue, the outlook But then, as so often ality supplied the cial neglect. "The sinking College" the good people of Hampshire, who

was the Rev. Urian Oakes, who, we remark, when importuned to take the Presidency, refused, but served with the title of superintendent for four years. Then, being again elected President, he accepted, and died after a brief term in 1681. The post was evidently shunned, because we find that four persons to whom it was offered, declined it within as many years. The Rev. John Rogers served but one year, 1683-84; then, after another interregnum, the Rev. Increase Mather was, on June 11, 1685, requested "to take special care of the government of the College, and for that end to act as President until a further settlement be made." Mather was one of the most conspicuous men in the Colony, and it was hoped that his name would strengthen the College: but, although he was sincerely interested in its welfare, he was equally interested in the political and religious disputes of the Colony, and he refused to reside in Cambridge, except for a few weeks, during all the sixteen years of his Presidency. He was Pastor of the North Church in Boston, which, he said, he would not give up for the sake of "forty or fifty children," and so he used to ride to and fro, the charge of shoeing or baiting his horse, or of mending his saddle, being defrayed by the College. He was among the persecutors of the witches at Salem, and when the book of one Calef condemning this persecution reached Cambridge, it was burnt in the College Yard.

CHAPTER II

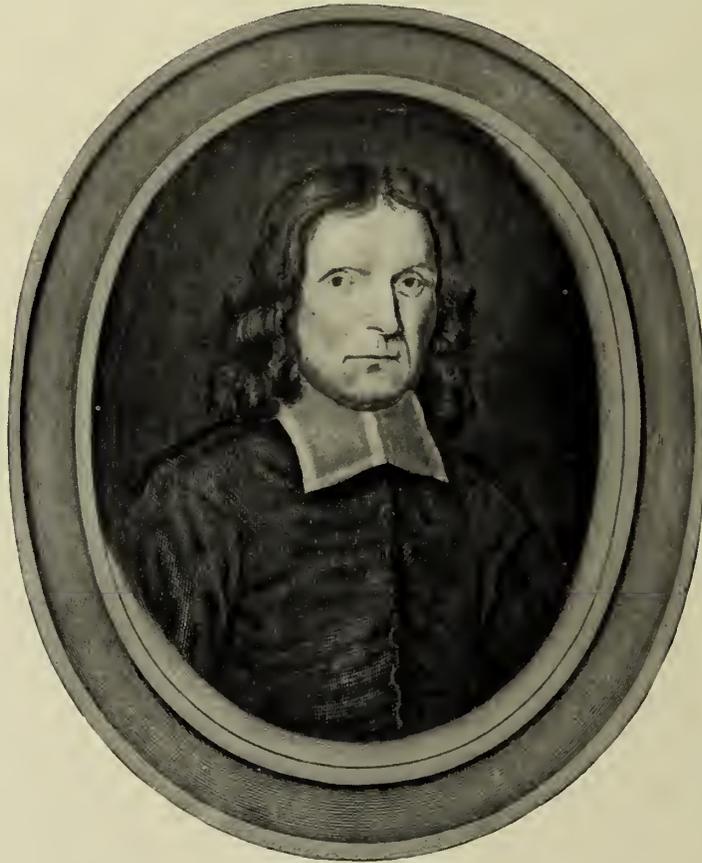
THE PROVINCIAL PERIOD, 1692-1775

IN 1692 the English sovereigns, William and Mary, granted a new charter to the Colony, and Mather used his influence to such purpose, that the General Court gave a new charter to the College, whose privileges were considerably increased thereby. Mather at once proceeded to re-organize the Corporation and the affairs of the College in the interests of the Calvinist sect of which he was the leader, not waiting for the Charter to receive the royal signature. But, in 1696, the decisive news came that the King had withheld his consent. There was continual difficulty among the President, the Corporation and the Legislature for several years; another Charter was drafted, so distasteful to Mather in many particulars, that he proposed to go again to England and apply to the King in person; the religious dissensions already rife throughout the Colony broke out among the Overseers and officers of the College. The struggle, briefly stated, was between the old Presbyterians and Congregationalists on one side, and those who were both more liberal in their own views, and tolerant of the views of other sects. At last, in 1701, Mather was dismissed from the Presidency, on the ground that he had persistently refused to live at Cambridge. The Rev. Samuel Willard, who had previously been appointed Vice-President, served in that capacity until his death, in 1707. He was "quiet, retiring, phlegmatic and unpretending;" well-fitted, therefore, to allay the angry passions which Mather's excitable and restless character and domineering manner had only exasperated. Thomas and William Brattle, who had been among Mather's strongest opponents, were reinstated in the Corporation, which was thenceforward composed of liberals, whereas the old orthodox party had the majority in the Board of Overseers. The Charter of 1650 was revived in 1707, largely through the efforts of Governor Dudley, who, says Quincy, "of all the statesmen who have been instrumental

in promoting the interests of Harvard College, was most influential in giving its constitution a permanent character."

This period, dating from 1692, marks the end of the first epoch in the history of the Massachusetts Colony, and likewise in that of the College. In the government established by the Puritans, "neither subscription to creed," says Quincy, "nor articles of belief was required, nor were they necessary. The principle that none should be a freeman of the State who was not a member of the church, sufficiently secured the supremacy of the religious opinions of the predominant party. The inquisitional power was vested in the church and its officers."

of William and the Colony into what was all impropriety, instead of membership, the qualification of civil course of seventy had become divariant shades more than, too, immittable to the Anglican ing over in greater at the end of the tury, New Engwore its original Puritanism. The the old Calvinist luted were quick royal Charter theological quali- of property unocratic constitu- and, although they prevent this revo- they were for a



SAMUEL WILLARD

ful in resisting a similar change in the government of the College. It was with this purpose that Increase Mather and his son Cotton strove and intrigued, and fomented sectarian animosity; it was for this purpose that they attempted to insert a religious test in the Charter of the College; and it was owing to the chagrin and alarm felt by the Calvinist sect at their failure, that Yale College was founded (1700), to be a true "school of the prophets," where the brimstone doctrines of Calvin should not be quenched by waters of liberalism. At Yale a religious test was exacted so vigorously, that it closed the doors of that institution to all but simon-pure Calvinists. At Harvard, the Corporation was thenceforth composed of those whom we may call, for lack of a better word, liberals, while the majority in the Board of Overseers was Calvinist: the struggle between them was long, and often very bitter, and produced a deadlock, so that one party could not push the College forward, nor the other

But the Charter Mary converted a province, and, portant, it "made of church mem- fication for the rights." In the years Puritanism ersified into secta- or less intense; grants belonging Church were com- numbers: so that, seventeenth cen- land no longer uniform aspect of party which held doctrines undi- to see that the which replaced fications by those dermined the the- tion of the State; were not able to lution in politics, long time success-

drag it back. Through the decisive action of Governor Dudley, the Legislature passed, in 1707, that vote which re-established the College Charter of 1650; and although, in so doing, Dudley plainly overstepped his powers, it cannot be denied that he greatly benefited the College. The re-validated Charter never received the royal sanction, why, we are not told; nor was it objected to by the Crown; and it has remained in force, with some changes in the clauses relating to the qualifications of Overseers, down to the present day.

We may pause here for a moment to survey the material growth of the College during its first seventy years. From the Colony it had received in grants sums amounting to about £650 sterling, and £3720 in currency. It enjoyed also exemption from taxation on property

to the amount of earnings of the Charlestown and it received a grant land; in 1653, 1682, "Merrico-Bay, with 1000 but the last two obtained. During the donations sources amounted sterling, and currency. To be added several of books. The only from the Col-benefactors in from other lands. record, for in-1658 the inhabi-place, supposed Bahama Islands, erty," gave £124 1642 some gentle-dam gave £49



WILLIAM STOUGHTON

£500, and the ferry between Boston. In 1657 of 500 acres of 2000 acres, and in neag, in Casco acres adjoining," grants were never the same period from private to £9302 2s. 11½d. £6748 19s. 6d. in these sums must thousand volumes gifts came not onists and from England, but also It is pleasant to stance, that in tants of a certain to be Eleutheria, "out of their pov-sterling; and in men of Amister- "and something

more toward furnishing of a printing-press with letters." This printing-press, the first that was operated in what is now the United States, was brought from England in 1638 by Joseph Glover. Glover died on the voyage over, but his widow settled in Cambridge, where the press was set up and worked by Stephen Daye.¹ President Dunster married Mrs. Glover, and had charge of the press, which was run in the President's house until 1655. The first publication was "The Freeman's Oath," followed by an almanac, a Psalm-Book, a Catechism, and the "Liberties and Laws of the Colony." In 1658 John Eliot's Indian translation of the Bible was printed here.

Among the other noteworthy bequests were that of Edward Hopkins, of £500 (1657); that of William Pennoyer, of £680 (1670); and that of Sir Matthew Holworthy, of £1000 (1681).

¹ Stephen Daye's press occupied what is now the southwesterly corner of Dunster Street and Harvard Square.

The first school building was erected, as has been stated, by Eaton in 1637. President Dunster built a dwelling for himself, which was known as the President's House. In 1682 a new hall—the first Harvard Hall—was dedicated, the cost of which was met by public subscriptions. Finally, in 1699, Governor Stoughton built at his own expense (£1000) a hall, which bore his name, and which stood a few rods to the west of the present site of University Hall.

Thus it will be seen that even in the early life of the College it owed more to private benefactors than to the liberality of the State—a sure proof that its importance was recognized by the community, and an omen that by-and-by it would grow so strong that it could dispense with all official support whatsoever. But while its prosperity at the end of the seventeenth century was far greater than Winthrop or Dunster could have foreseen, the College was still hampered in its means, as the following extract will show: “At a meeting of the Corporation, April 8, 1695, *Voted*, That six leather chairs be forthwith provided for the use of the Library, and six more before the Commencement, in case the treasury will allow of it.”

In 1707, on the death of Willard, the Rev. John Leverett was elected President. He had the backing of Governor Dudley, upon whom the Mathers, rankling at the defeat of their faction, heaped scandalous accusations. According to them, he was guilty of covetousness, lying, hypocrisy, treachery, bribery, Sabbath-breaking, robbery and murder; and they expressed “sad fears concerning his soul,” and besought that “in the methods of piety he would reconcile himself to Heaven, and secure his happiness in this world and the world to come.” The Governor, however, declined to purchase eternal salvation by humiliating himself before the Mathers, and these able but repulsive fanatics failed to get control of the College, but did not cease to foment discord.

Leverett was an energetic administrator, seconded by Thomas Brattle, the Treasurer, and by William Brattle, Ebenezer Pemberton and Henry Flynt, his coadjutors in the Corporation. The financial condition of the College was improved, but the quarrels between the Fellows and the Overseers did not cease. In 1718 the President refused to confer the second degree on a graduate named Pierpont, on the ground that he had contemned, reproached and insulted the government of the College, and particularly the tutors, for their management in the admission of scholars. Pierpont threatened to prosecute Sever, the tutor who had brought forward the charge, in the civil court. It was suspected that Pierpont had been instigated by ex-Governor Dudley and his son; the Fellows, in alarm, requested the Overseers “to take the first opportunity to discourse” with the supposed instigators. The Overseers did nothing; whereupon the Fellows appealed to Governor Shute, Dudley's successor, to summon the Overseers to a meeting. The meeting was largely attended; both Pierpont and Sever were heard—the former, according to Leverett, speaking with “confusion, impertinence and impudence,” and the latter “with plainness, modesty and honesty.” The Overseers secretly supported Pierpont, and Shute supported the Overseers, so that the Corporation was left in a position “which threatened the dissolution of the College.” Happily, the courts of law quashed Pierpont's case against Sever, and thus was prevented the resignation of the President and Fellows—the consummation aimed at by the Overseers in seconding the contumacious Pierpont.

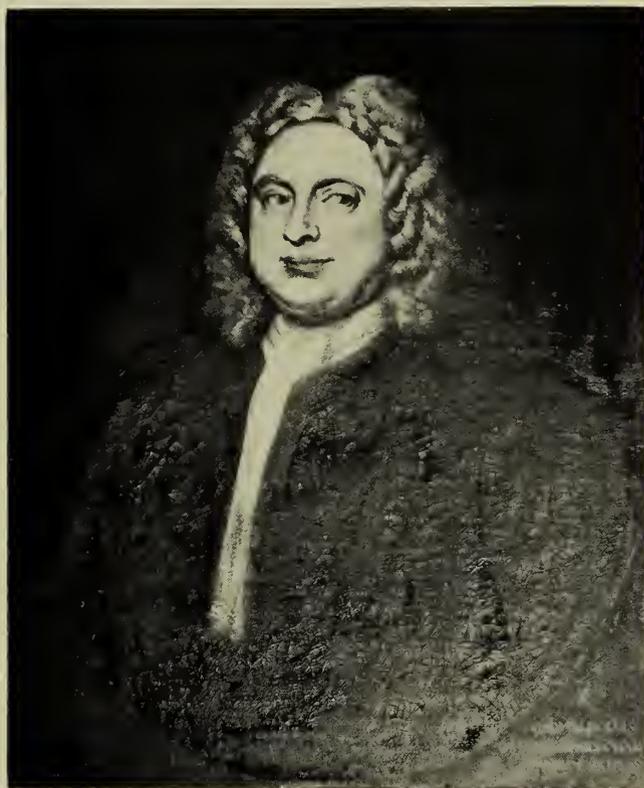
The enemies of Leverett and the Corporation did not rest. At a meeting called “to petition the General Court to enlarge the building (Massachusetts Hall) they were then erecting for the College from fifty to one hundred feet,” Judge Sewall rose and said: “I desire to be informed how the worship of God is carried on in the Hall, and to ask Mr. President whether there has

not been some intermission of the exposition of the Scriptures of late." President Leverett replied that the question was out of order and interrupted the special business of the meeting. The Governor supported this ruling, and the petition was passed; but the action of Sewall illustrates the persistence of the malcontents. The swift changes in politics caused the union of men who had previously been opposed. Thus Dudley, who had been, while Governor, on the side of the Corporation, joined the other faction after he was superseded by Shute. Sewall, too, was now fighting with the Calvinists, although he had formerly been quite other than friendly to the Mathers, who led the Calvinists. In his diary, for instance, under date of October 20, 1701, there is the following amusing entry: "Mr. Cotton Mather came to

Mr. Wilkins' shop, very sharply against his father worse spake so loud that street might hear the 9th of October Mather a good venison. I not treat him worse

But we cannot of the sectarians, indicate wherein fortunes of the Col-casion on which out was at the en-fessorship of divin-Hollis, a London is, after John Har-among the early College who most tude. Of a wise acter, his liberal havior seems all when contrasted bigoted sectarian-

upon whom he bestowed his gifts. He wrote to Dr. Colman, a member of the Corporation, on January 28, 1721: "After forty years' diligent application to mercantile business, my God, whom I serve, has mercifully succeeded my endeavors, and, with my increase, inclined my heart to a proportional distribution. I have credited the promise: *He that giveth to the poor, lendeth to the Lord*, and have found it verified in this life." In his own faith he was a Baptist, but in founding a professorship he was guided by no sectarian motives. All that he asked was that no one should be rejected on account of Baptist or other principles, save that the incumbent should subscribe to the belief "that the Scriptures of the Old and New Testaments are the only perfect rule of faith and manners." "I love them," he wrote to Colman (August 1, 1720), "that show by their works that they love Jesus Christ. While I bear with others who are sincere in their more confined charity, I would that they would



THOMAS HOLLIS

and there talked me, as if I had used than a negro. He the people in the him. *Mem.* On ber I sent Mr. In-haunch of very hope in that I did than a negro."

follow the quarrels nor do more than they affected the lege. The next oc-the conflict broke dowment of a pro-ity by Thomas merchant. Hollis vard, the man benefactors of the deserves its grati-and generous char-and Christian be-the more admirable with the narrow and ism of the Colonists

bear with me in my more enlarged. We search after truth. We see but in part. Happy the man who reduces his notions in a constant train of practice. Charity is the grace which now adorns and prepares for glory. May it always abide in your breast and mine, and grow more and more." On February 14, 1721, he executed the instrument of endowment. Leverett and the Corporation accepted it, but the Calvinist majority in the Overseers were at first inclined to refuse the gift as being likely to encourage unorthodox doctrines; then, having accepted it, they proceeded, by action which, to speak mildly, was deceitful, to contravene the terms of Hollis's foundation. The Rev. Edward Wigglesworth was chosen to fill the new chair (1721), but he was subjected to a theological test, in which he "declared his assent: 1. To Dr. Ames' 'Medulla Theologiæ.' 2. To the Confession of Faith contained in the Assembly's Catechism. 3. To the doctrinal Articles of the Church of England. More particularly: 1. To the doctrine of the Holy Trinity. 2. To the doctrine of the eternal Godhead of the blessed Saviour. 3. To the doctrine of Predestination. 4. To the doctrine of special efficacious grace. 5. To the divine right of infant baptism." Several years elapsed during which negotiations were carried on between Hollis and the College, but it does not appear that he was treated candidly, nor that, to the day of his death, "the construction which substituted, in place of the simple declaration required by him, an examination and declaration of faith in all the high points of New England Calvinism," was ever communicated to him.¹

Simultaneous with this controversy, there broke out another of equal violence to trouble the stormy administration of Leverett. On June 23, 1721, the Overseers received a memorial from Nicholas Sever and William Welsted, two College tutors, claiming their right to seats in the Corporation. They based their claim on the fact that, being engaged in instruction, and receiving a stipend, they were Fellows of the College, and that the charter of 1650 designated the President, Treasurer and Fellows to be members of the Corporation. Their pretension, it will be seen, hung on the ambiguous meaning of the word *Fellow*. In 1650, when the Charter was granted, there were no Fellows in the sense in which that word is used at English Universities, which was the sense that Sever and Welsted attached to it; and for a long time after that date it was not applied to any instructor who was not also a member of the Corporation. The majority of the five Fellows were non-residents, for it could not be expected, as Quincy remarks, that these officers, whose duties involved only an occasional superintendence of the affairs of the College, would agree to live in Cambridge, without salary, when the institution was still too small to require their daily presence. About the beginning of the eighteenth century the habit grew of calling tutors Fellows; but in order to distinguish them, the expression "of the House" was added; while the others were known as "Fellows of the College or Corporation." This distinction was clearly enough observed, for, in April 1714, we find the record that Holyoke was chosen "a Fellow of the Corporation," and Robie "a Fellow of the House." Three years later the Corporation passed a vote "that no tutor, or Fellow of the House, now or henceforth to be chosen, shall hold a fellowship with a salary for more than three years, except continued by a new election." Experience had shown that it was unwise to make unlimited appointments.

The Overseers heard the petition of Sever and Welsted, which seems to have been inspired not so much by the desire to have a mootpoint settled as to oust Colman,

¹ Quincy, i, 263.

Appleton and Wadsworth from the Corporation and to embarrass President Leverett. A committee was appointed, consisting chiefly of malcontents. Meanwhile the Overseers petitioned the General Court to make a "convenient addition to the Corporation, and therein to have regard to the resident Fellows, or tutors, that they may be of that number." But the malcontents, perceiving that their petition, if granted, would merely introduce their partisans into the Corporation, without removing from it the members at whom the intrigue was aimed, resolved that an increase of number was undesirable, and that "it was the intent of the College Charter that the tutors, or such as have the instruction and government of the students, should be Fellows and Members of the Corporation, provided they exceed not five in number; and that none of said Fellows be Overseers." Evidently, our pious ancestors lacked not the wisdom of the serpent on this occasion; under this seemingly innocent resolution they hid a scheme for revolutionizing the government of the College. Their report was actually accepted by the House of Representatives and by the Council; the Governor, however, refused to consent to it unless Wadsworth, Colman and Appleton should remain in the Corporation. Then it appeared, both from the action of the Legislature and from that of the Overseers, that their intent had been to get rid of those three obnoxious members. Sever and Welsted presented two other memorials; but the matter was finally disposed of (August 23, 1723) by the refusal of the Council, which now stood by Governor Shute and the Corporation, to concur in the policy of the House of Representatives, which still sided with the Overseers.

The firmness displayed throughout the struggle by the President and three Fellows, acting solely from a sense of duty in the interests of the College, is worthy of admiration. When we remember, moreover, that the President depended upon the Legislature for the annual grant of his salary, we shall appreciate his courage the more justly. He was frequently obliged to petition that his salary should be more promptly paid, and his petitions were so often disregarded that he feared the Representatives intended "to starve him out of the service." "If such be their mind," he added, "it is but letting me know, and I will not put the House to exercise that cruelty." He died in May 1724, after an arduous and honorable administration, leaving debts to the amount of £2000 to attest his devotion to the College and the meanness of the State, which was in honor bound to provide for his decent subsistence. His term was one of the most critical in the history of the College. As we have seen, he held office just at the time when the Colony was breaking asunder the original Puritanical limits; when the effects of the change in the political constitution were beginning to appear; when a considerable part of the population no longer belonged to the Calvinist Church; when a rival college had sprung up at New Haven. Himself of a liberal cast, he struggled to stamp a more liberal policy upon Harvard, and to thwart the efforts of the more bigoted majority to regain complete control of the College and to subvert its Charter. That he succeeded was due in part to the co-operation of the Governors, Dudley and Shute, but chiefly to his own wisdom and firmness and to the support of his colleagues in the Corporation.

The Corporation elected the Rev. Joseph Sewall to succeed Leverett. There were many aspirants, including the irrepressible Cotton Mather, who records in his diary: "I always foretold these two things of the Corporation; first, that, if it were possible for them to steer clear of me, they will do so; secondly, that, if it were possible for them to act foolishly, they will do so. The perpetual envy with which my essays to serve the kingdom

of God are treated among them, and the dread that Satan has of my beating up his quarters at the College, led me into the former sentiment; the marvellous indiscretion with which the affairs of the College are managed, led me into the latter." Sewall declined, and the Rev. Benjamin Colman was chosen; but his experience as Fellow had warned him what harsh treatment he might receive from the Legislature, and he, too, would not take the Presidency. In June 1725, the Rev. Benjamin Wadsworth was elected, and he consented to serve. Thus, thrice within a year Cotton Mather was painfully reminded that Satan ruled the decisions of the Harvard Corporation. The Legislature, to relieve Wadsworth of justifiable apprehension, pledged itself to pay his salary promptly, and further appropriated £1000 for the erection of a suitable President. This after Wadsworth, was not completed the College had the State appropriation of the President derived from the setts Hall (built, in 1720), but the remainder, for look to the Legislature, was, in spite of promises,

Wadsworth was a man of "firmness, gentleness, and good judgment" — qualities put to the test by discussion which took place throughout the parts of the Province at the College. His reputation was no longer of Calvinists, nor of Baptists, but of orthodox and the Angli-

1682, Edward Randolph had suggested that the doctrines of the Church of England might be propagated in the Colony by means of funds sent from the mother country; and he even went so far as to propose, in a letter to Sancroft, Archbishop of Canterbury, "that able ministers might be appointed to perform the offices of the Church with us, and that for their maintenance a part of the money sent over hither and pretended to be expended amongst the Indians should be ordered to go towards that charge." That fund for converting the Indians had been begun soon after the founding of Harvard; a school for Indians had been built in Cambridge; some of the natives had been taught in it; but, on the whole, the effort had failed. A few Indians had entered the College, but only one, Caleb Cheeshahteumuck, had taken the Bachelor's degree, in 1665. The others proved themselves either incapable of attaining the required standard in studies, or they fell sick



BENJAMIN WADSWORTH

dwelling for the house, still called its first occupant, until 1727, when paid £800 beyond appropriation. A portion of the President's salary was derived from the rents of Massachusetts stated above, payment of the which he had to the Legislature, was, in precarious.

was a man of "firm and good judgment" which were soon a new religious spread consternation orthodox in all the Province, and centred this time the dispute between factions between Calvinists and the orthodox. As early as

and died of consumption. This was the case with Larnel, a member of the Junior Class in 1714, who died at about the age of twenty, "an acute grammarian, an extraordinary Latin poet, and a good Greek one." Eliot's translation of the Bible and his mission to the Indians seem to have been the chief fruits of this endeavor to Christianize them. That Randolph should propose to pervert this fund from the intent of its contributors, and apply it to strengthen Episcopalianism in New England, might surprise us, had we not already had glimpses of the power of sectarianism to blind the honor and dull the conscience of those who were its victims. We have no evidence that Sancroft or his successor connived at this scheme; but other moneys were subscribed in England, and missionaries were sent over to the Colony, and the tenets of the Anglican Church were diligently spread. When King's



WADSWORTH HOUSE

Chapel was dedicated in Boston, the orthodox took alarm; but the membership of the Anglican Church increased, and the orthodox felt again their old dread of being persecuted by the Church which had the British Crown and State behind it. The crisis came in 1727, when the Rev. Dr. Cutler, a graduate of Harvard in 1701, then minister of the church at Stratford, Connecticut (1709), and Rector of Yale College (1719), and then a convert to Episcopalianism, presented a memorial to the Lieutenant-Governor "that he might be notified to be present at the meetings of the Overseers." He claimed that as a minister of Boston he was *ex officio*, according to the Charter of 1650, entitled to a seat in the Board. The Rev. Mr. Myles, rector of King's Chapel, presented a similar petition. The Overseers declared that Cutler and Myles had no such right. The petitioners, nevertheless, persisted: they affirmed that the orthodoxy of their church was questioned by no sound Protestant; that its members bore an equal pro-

portion in all public charges in support of the College; that its ministers were "equally with any others qualified and disposed to promote the interests of religion, good literature, and of good manners;" that they were "teaching elders" in the sense intended by the Charter. To this the Overseers replied that the question concerning the definition of a "teaching elder" could be decided only by referring to the meaning of that term in 1650, when the Charter was granted; that then it plainly applied only to the ministers of the Congregational churches, because there were no adherents of other denominations in the Colony; that the term had never been known in the Anglican Church; and that, therefore, since it belonged only to Congregational ministers, they alone had the *ex officio* right to be Overseers. The memorial was accordingly rejected, and the Council and the Lieutenant-Governor concurred in the vote.

On the accession of George II, in 1727, the Corporation sent to London an address of congratulation for Mr. Hollis to present to the sovereign. The address had been prepared four years before, on the discovery of a conspiracy against George I, and was now merely retouched to suit the occasion. Mr. Hollis saw that its provincial style would hardly be acceptable at court, and he recommended that it be revised. "Your compliments," he wrote, "are fifty if not one hundred years too ancient for our present polite style of court;" [yours is] "a Bible address, says one; a concordance address, says another; though I think it an honest-meaning Christian address. What have courts to do to study Old Testament phrases and prophecies? It is well if they read the Common Prayer-Book and Psalter carefully." It does not appear that the Corporation, after hearing this frank advice, offered any congratulation to the King.

During Wadsworth's term the discipline of the College seems to have given a part, at least, of the Overseers grounds for finding fault. But, as the common device of the malcontents was to circulate reports that the worship of God was scandalously neglected in the Hall, we may doubt whether there was unusual laxity at this period. A Committee of Visitation was appointed, however, and, after investigating, it proposed a revision and more stringent enforcement of the laws, to which I shall refer later. The recognition of the College Faculty was formally made in 1725, although as early as December 14, 1708, its existence in fact is attested by the record that a student had been expelled by "*the President and resident Fellows*, with the advice and consent of the non-resident Fellows of this House." In the course of time, experience must have made it necessary that the President and Tutors (or resident Fellows, as they had come to call themselves) should decide matters of daily discipline and government, without consulting the Overseers, who met only occasionally; thus the Faculty came to be recognized as a distinct body, whose records date from September 1725. Two other events of Wadsworth's administration deserve notice. Longloissorie, a Frenchman, instructor in the French language, was charged with disseminating doctrines "not consistent with the safety of the College." He asserted, the charge ran, that he saw visions, and that revelations were made to him, such as the "unlawfulness of magistracy among Christians, and consequently of any temporal punishments for evil-doers from man; [and] that punishment from God in the future state would be sure not to be eternal, nor any other, nor perhaps, more, even for a time, than what wicked men now suffer in this world, by being abandoned to the outrage of their own and others' passions." "These extraordinary things *Monsieur* did not broach all at once," but as soon as the authorities heard of them, they dismissed him and forbade all students from attending his lectures (1735).

The second incident illustrates how often at that epoch the relations between the Corporation and Overseers were strained. In June 1736, a student named Hartshorn applied for the Master's degree. He had never received the Bachelor's, and the Corporation deemed him unqualified. Thereupon the Overseers voted him his degree, although the College law declared that "no academic degree shall be given but by the Corporation with the consent of the Overseers." At Commencement three of the Corporation rose and opposed Hartshorn's being graduated, and the President pronounced it to be illegal. Thereupon the Governor rose and declared that Hartshorn was entitled to the degree; there was a long debate, and then the Governor quitted the assembly. The Corporation won this time, but the next year they

the Overseers, and In 1727, a second dowed by Thomas matics and Natural benefactions to the with his death, after and descendants conage for more than family has furnished whom the College is family; and their aswhen it was relatively much larger bequests

In spite of the the College grew terms of Leverett and thirty years, 1707-36, dred and nineteen an average of nearly the smallest class, that five; the largest, that forty-five. The aver- (1707-24) was twenty; was nearly thirty-four.

In 1732 the estate of the College produced an income of £728 7s. (not including the income on property bequeathed for special purposes), an increase of about £100 per annum during the previous decade. President Wadsworth died in March 1737.

Two months later the Rev. Edward Holyoke was elected to the Presidency, in which he served longer—thirty-two years—than any of his predecessors or successors. He had been minister at Marblehead, but had served in the Corporation. The Corporation and Overseers before voting joined in prayer, in order to be guided aright. Their choice first fell on the Rev. William Cooper, who immediately declined. Then they elected Holyoke unanimously, an event hitherto unprecedented. Moreover, although they deemed it necessary to catechise a candidate for the Professorship of Mathematics as to his orthodoxy, they subjected the President-elect to no such test. The General Court granted him a salary of £200, in addition to the



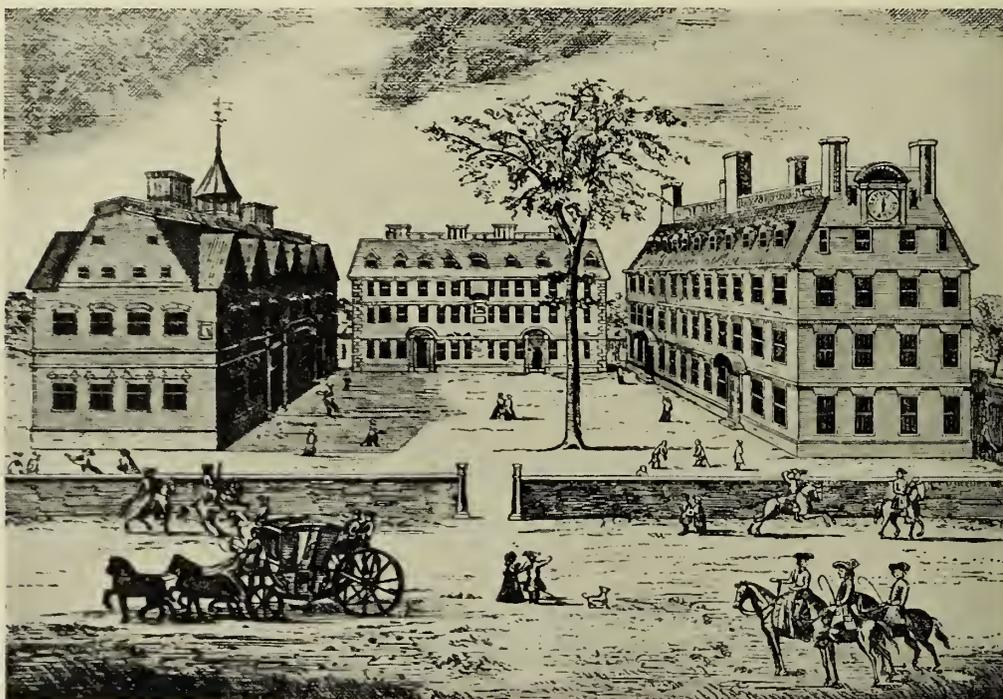
EDWARD HOLYOKE

came to terms with granted the degree.

Professorship was en-Hollis, that of Mathe-Philosophy, and his College ceased only which his nephews tinued their patron-fifty years. No other so many members to indebted, as the Hollis sistance came at a time far more precious than later.

untoward conditions, steadily during the Wadsworth. In the there were seven hun-Bachelors graduated, twenty-four to a class; of 1713, numbered of 1725, numbered age under Leverett under Wadsworth it

rents of Massachusetts Hall, and soothed the parish of Marblehead by a grant of £140 to his successor there. Holyoke was inaugurated September 28, 1737. The ceremonies on that occasion are thus described by Quincy: "The Governor, Overseers and Corporation met in the Library. At the hour appointed the Governor led the President from the Library down to the Hall, preceded by the Librarian, carrying the books, Charter, laws and College seal, and by the Butler, bearing the keys; and followed by the Overseers, Corporation, students and attending gentlemen. After prayer by Dr. Sewall, a speech in Latin was made by the Governor, in the course of which he delivered to the President the Charter, keys, etc. The President replied in Latin. A congratulatory oration, by Mr. Barnard, Master of Arts, suc-



FIRST HARVARD HALL GOVERNOR'S COACH FIRST STOUGHTON MASSACHUSETTS HALL
HARVARD COLLEGE, 1739

ceeded, and the ceremonies were concluded by singing a part of the seventy-eighth Psalm, and a prayer by the Rev. Thomas Prince. After which there was a dinner in the Hall, and in the evening the Colleges were brilliantly illuminated."¹

One of Holyoke's first duties was to preside at the removal of Isaac Greenwood, Hollis Professor of Mathematics. He had been graduated in the Class of 1721, had gone to London and preached there with some success; had become acquainted with Mr. Hollis, and persuaded him to found immediately a Professorship of Mathematics, instead of leaving a bequest for that purpose, as had been his intention. Hollis was at first pleased with Greenwood, and inclined to recommend him to the new chair. But even before Greenwood quitted England, Hollis's doubts were excited. Greenwood had left his lodgings without paying his bill, had run into other debts, had spent in a short time £300 in conviviality, and, among other extravagances, had bought "three pair of pearl-colored silk stockings." Hollis communicated his doubts to the

¹ Quincy, ii, 11.

Corporation, sounded them to know whether a friend of his, a Baptist, would be accepted; but, finding sectarian prejudice still high — (although, as he asked, what had the dispute over Baptism to do with teaching mathematics?) — he consented to Greenwood's appointment. The latter was a man of keen intellect, but habitually intemperate, and after frequent relapses, admonitions from the Corporation, promises to reform, and renewed backsliding, he was removed in 1738. Three years later similar charges were preferred against Nathan Prince, Tutor and member of the Corporation. The Overseers began proceedings for his dismissal, although they therein over stepped their legal prerogatives, "their jurisdiction being appellate and not original;" but the Corporation waived the technical illegality and concurred in the examination of Prince. Among the charges proved against him were, "speaking with contempt of the President and Tutors as to learning;" "charging the President with making false records with design;" calling one Tutor a "puppy," another a "liar;" "accustoming himself to rude and ridiculous gestures;" "speaking out in time of public worship so as to excite laughter;" "negligence of his pupils;" and "intemperance in strong drink." On February 18, 1741-42, it was voted to remove him, and although he appealed to the General Court, he was not reinstated. These unpleasant experiences led to two permanent results: the custom of appointing Tutors for only three years, instead of without limit, became fixed; and the custom of admitting, almost as a matter of course, the two senior Tutors to membership in the Corporation was dropped.

Another wave of religious excitement swept at this time over the Colony, and broke upon the College. As early as 1736, Jonathan Edwards, Pastor of the church at Northampton, had begun to inflame the imagination, not only of his parishioners, but of all New England, by his vivid presentation of Calvin's doctrines. In intellectual ability he surpassed any theologian who had yet been born in this country; and his intense, but narrow mind, seizing hold of the Calvinistic doctrines of original sin, predestination and similar articles of the brimstone creed, infused into them his own fire and made them terribly lifelike to his hearers. Let it suffice to quote his description of hell, as illustrative of the vehemence and vividness of his imagination: "The world," he says, "will be probably converted into a great lake or liquid globe of fire; a vast ocean of fire, in which the wicked shall be overwhelmed, which will always be in tempest, in which they shall be tossed to and fro, having no rest day or night; vast waves or billows of fire continually rolling over their heads." "They shall eternally be full of the most quick and lively sense to feel the torment . . . not for one minute, nor for one day, nor for one year, nor for one age, nor for two ages, nor for a hundred ages, nor for ten thousand or millions of ages, one after another, but for ever and ever, without any end at all, and never, never be delivered." By such language as this, Edwards frightened New Englanders into that state of panic terror which was supposed to be equivalent to Christlike devoutness and charity; and religion was in this condition when, in September 1740, George Whitefield, an English itinerant preacher, began his remarkable "revivals" in New England.

He preached to the College students in the First Church at Cambridge, and was courteously received by President Holyoke. He was shocked at the lack of true godliness in the institution, declaring Harvard to be almost as corrupt as the English Universities. "Tutors," he wrote, "neglect to pray with, and examine the hearts of their pupils. Discipline is at too low an ebb. Bad books are become fashionable amongst them. Tillotson and Clarke are read instead of Shepard and Stoddard, and such like evangelical writers." Whitefield's denunciations and

eloquence "wrought wonderfully" upon the hearts of many of the students. The visiting committee of the Overseers reported, in June 1741, "that they find of late extraordinary and happy impressions of a religious nature have been made, . . . by which means the College is in better order than usual." Tutor Flynt, who estimated Whitefield very justly as a "zealous man," "but over censorious, over rash and over confident," says that at their revival meetings some of the students "told of their visions, some of their convictions, some of their assurances, some of their consolations. One pretended to see the Devil in the shape of a bear coming to his bedside. Others burst into a laugh when telling of the day of judgment; another did so in prayer, which they imputed to the Devil's temptation; some were under great terrors; some had a succession of clouds and comforts; some spoke of



FIRST PARISH CHURCH, HARVARD SQUARE, 1756

prayer and amendment of life as a poor foundation of trust, advising to look only to the merits and righteousness of Christ; some talked about the free grace of God in election and of the decrees. . . . Many, if not all, mean well. Some have extravagancies and errors of a weak and warm imagination."

The enthusiasm, or frenzy, could not last long; within two years the reaction came; but before this the College authorities deemed it their duty to reply to the aspersions cast by Whitefield on "the school of the prophets." President Holyoke declared in a sermon that never within his memory, extending back nearly five-and-thirty years, had the condition of Harvard been so favorable as then. In December 1744, "the President, Professors, Tutors and Hebrew Instructor" published a pamphlet containing testimony "against the Rev. George Whitefield and his Conduct;" and when Whitefield replied, Dr. Wigglesworth (April 1745) answered him in an open letter. It is our duty, he said, to examine our own heart, but it is not so

clear that we ought to examine the hearts of others. Christ has said, "I am he who searches the reins and hearts;" "would you have Tutors invade His prerogative? or would you introduce the Popish practice of auricular confession?" Holyoke closed the controversy in an appendix to Wigglesworth's Letter, telling Whitefield that "whatever good was done, hath been prodigiously overbalanced by the evil; and the furious zeal with which you had so fired the passions of the people hath, in many places, burnt up the very vitals of religion; and a censorious, unpeaceable, uncharitable disposition hath, in multitudes, usurped the place of a godly jealousy."

Jonathan Edwards, too, zealot that he was, had early perceived the excesses caused by the revival, and while he endeavored "to deaden and direct the flame he had assisted to kindle," his own vehement and terrible doctrines were attacked by two liberal clergymen of Boston, Charles Chauncy and Jonathan Mayhew, who deserve to be gratefully remembered not only for their more humane and charitable tenets, but also for the courage with which they announced them. In the history of Harvard this religious controversy is important, because the Government of the College then squarely took its place on the liberal side, and at no time was there more danger lest it should relapse into the control of the more bigoted sectarians. As a result, the latter concentrated their hopes on Yale College, and strove to make it the vessel of undefiled Calvinism. And whilst these dissensions perturbed the Orthodox, the Society for Propagating the doctrines of the Church of England renewed its efforts, and made many converts. It opened a Church in Cambridge, where students who were Anglicans might worship, and it proposed that a Bishop should be sent over from England to take charge of the growing parishes. These indications of growth, although they must have been distasteful to the Orthodox, no longer filled them with consternation; and we may say that, about the year 1760, the various sects in Boston and its neighborhood were so well established, that no one could openly persecute all the others, and that they had begun to live together in tolerance. The College, which drew its scholars from all quarters and classes, was naturally disposed to mitigate its prejudices; but for a long time to come, the dominant influence was Presbyterian, and Presbyterian of a type which would now be called extreme.

During the French War (1756-63) the number of students fell off a little, but in 1765 the graduating class had fifty-four members. On the accession of George III (1760), Governor Bernard suggested that it would be fitting for the College to congratulate the new monarch. Accordingly six prizes of a guinea each were offered for the best oration, poem, elegy on the late King and ode in Latin, and for an English poem and ode. Graduates and under-graduates competed, and a volume containing thirty-one pieces and entitled *Pictas et Gratulatio Collegii Cantabrigiensis apud Novanglos* was sent to England to be presented to the King. To this work Governor Bernard himself contributed five effusions, and President Holyoke an ode said to be "truly Horatian." So far as we can learn, George III took no notice of this, the last address the English sovereign ever received from the Corporation and students of Harvard as his subjects. In 1762 a petition reached the Legislature to grant a charter to a college to be founded in Hampshire county. The petitioners belonged to the strict Orthodox sect, which regarded Harvard as too liberal. The petition passed the Legislature, and Governor Bernard had signed a bill for the incorporation of the new institution, when the Harvard Overseers in alarm drew up a long list of objections. They pointed out that there was no need of another college; that it would injure Harvard,

to whose support the Colony had been pledged for nearly one hundred and thirty years; that it was desirable to maintain a high standard of learning, and that this would be impossible were another institution permitted to confer degrees, because were the means now devoted to one divided between two, the standard of both would be lowered; that jealousies and dissensions prejudicial to the peace and education of the Colony would be fomented. The Governor declared that he would do nothing harmful to the interests of Harvard, but that he would refer the matter to the British ministry. To them, therefore, a strong remonstrance was sent, with the effect of defeating the grant of a charter.

Almost immediately afterwards a calamity at Harvard "turned the current of sympathy and patronage into its ancient channel." Early in 1764 small-pox broke out in Boston,



HARVARD HALL

and the Legislature, removing to Cambridge, held its sessions in Harvard Hall, where the Governor and Council occupied the Library and the Representatives the apartment below. On the night of January 24 the Hall was burned. The following account of the "most ruinous loss the College ever met with since its foundation" is from the "Massachusetts Gazette" of Thursday, February 2, 1764: "In the middle of a very tempestuous night, a severe cold storm of snow, we were awakened by the alarm of fire. Harvard Hall, the only one of our ancient buildings which still remained, and the repository of our most valuable treasures, the public library and philosophical apparatus, was seen in flames. As it was a time of vacation, in which the students were all dispersed, not a single person was left in any of the Colleges, except two or three in that part of Massachusetts most distant from Harvard, where the fire could not be perceived till the whole surrounding air began to be illuminated by it. When it was discovered from the town it had risen to a degree of vio-

lence that defied all opposition. It is conjectured to have begun in a beam under the hearth in the Library, where a fire had been kept for the use of the General Court, now residing and sitting here by reason of the small-pox in Boston; from thence it burst out into the Library. The books easily submitted to the fury of the flames, which, with a rapid and irresistible progress, made its way to the Apparatus Chamber and spread through the whole building. In a very short time this venerable monument of the piety of our ancestors was turned into a heap of ruins. The other Colleges, Stoughton Hall and Massachusetts Hall were in the utmost hazard of sharing the same fate. The wind driving the flaming cinders directly upon their roofs, they blazed out several times in different places; nor could they have been saved by all the help the town could afford had it not been for the



HOLDEN CHAPEL

assistance of the gentlemen of the General Court, among whom his Excellency the Governor was very active; who, notwithstanding the extreme rigor of the season, exerted themselves in supplying the town engine with water, which they were obliged to fetch at last from a distance, two of the College pumps being then rendered useless. Even the new and beautiful Hollis Hall — though it was on the windward side — hardly escaped. It stood so near to Harvard that the flames actually seized it, and if they had not been immediately suppressed must have carried it.”

The Legislature, at the instigation of Governor Bernard, resolved to rebuild Harvard Hall at the expense of £2000, granted £100 for a fire-engine for the College and indemnified students whose books and furniture had been destroyed. Donations of money, books and apparatus flowed in from all parts of the American Colonies, and from the mother country. From the list of gifts I quote two among many items: From John Greenwood,

Great Britain, "two curious Egyptian mummies for the museum;" from the Hon. John Hancock, Esq., "a set of the most elegant carpets to cover the floors of the Library, the Apparatus and the Philosophy Chambers; he also covered the walls of the latter with a rich paper." The losses were, indeed, more than made good. A finer Hall rose on the ruins of old Harvard, and was completed in June 1766, having cost \$23,000; and its equipment was better than the old; but the loss which we to-day most regret, and which could not be repaired, was the destruction of John Harvard's books, whereby all personal relations, so to speak, between the founder and posterity, were swept away. Only one book from his collection has been preserved, and is now kept in the College Library.



HOLLIS HALL

During President Holyoke's term two other buildings were added to the College. In 1741 Mrs. Holden, widow of Samuel Holden, late Governor of the Bank of England, gave £400 to build a chapel, which was erected in 1744. In 1762 the Legislature, taking into consideration the large number of students who could not be lodged in the then existing buildings, appropriated £2000 "towards building a new College at Cambridge, of the dimensions of Massachusetts Hall." This edifice was dedicated in January 1764, just before the burning of Harvard, and was fitly named Hollis, after that family to which the College owed so much.

In 1765, by the will of Thomas Hancock, the College received a legacy of £1000 sterling, to found a Professorship of Hebrew and other Oriental Languages, the first chair founded by an American. Other gifts enriched the institution and helped to make its work, under Holyoke's direction, more efficient. Of measures adopted to raise the standard of scholarship, and to improve the discipline of the students, I shall speak later.

Holyoke died in June 1769. John Winthrop, Hollis Professor of Mathematics, and a man of unusual scientific attainments, was offered the Presidency; but he declined, as did two other members of the Corporation. Then the Rev. Samuel Locke, Pastor at Sherburne, was chosen, and he accepted. He seems to have had little force and he left no impression on the development of the College. One of his contemporaries describes him as being "of an excellent spirit, and generous catholic sentiments; a friend to liberty; his greatest defect, a want of knowledge of the world, having lived in retirement, and perhaps not a general acquaintance with books." That he was a "friend to liberty," was probably one of the chief reasons for electing him; because by that time patriotic enthusiasm had already kindled

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JOHN WINTHROP

presented him with a complimentary address, and gave him a flattering reception at the College. Nevertheless, sentiment at Harvard was largely with the popular cause, and for the first time the Triennial Catalogue was printed with the students' names arranged alphabetically, instead of according to the rank of their families, as had theretofore been the custom. This is but one indication of the prevailing republican feelings. In 1773, John Hancock was chosen Treasurer — an unfortunate choice, as was afterwards shown; but his popularity was so great that but little thought was given to his qualifications as a financier. Two years previous the Corporation, to show its admiration for him, had invited him to a public dinner in the Hall, "to sit with the Governors of the College," — an honor conferred on no other private person, and all the more significant then because his avowed patriotism had made him

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obnoxious to Governor Hutchinson and the Royalists. One other event, during Locke's brief term, may be mentioned. In November 1773, the Corporation, in order to perpetuate the memory of the benefactors of the College, resolved "to enter fairly in a book" their names and gifts; to write their names in letters of gold, and place them over the windows and on the walls of the Chapel;" to commemorate them by an oration at each Commencement; and to place on a tablet over the Hall door, the following distich from Martial:—

"Sint Mæcenates, non deerunt, Flacce, Marones;
Vergiliumque tibi vel tua rura dabunt."

Only the first and third of these proposals were carried out.

CHAPTER III

THE FIRST FRUITS OF INDEPENDENCE. 1775-1810

IN December 1773, President Locke resigned, and after the usual attempt to induce unwilling persons to succeed him, the Rev. Samuel Langdon, of Portsmouth, was elected at a meeting "holden at Colonel Hancock's house," on July 18, 1774. From the outset he was greatly harassed, owing to the political disturbances, which interfered with the resources of the College. In 1772 the Legislature had tried to make up the deficiencies by granting a lottery for the benefit of the College, but this was so uncertain a means that the Corporation were obliged themselves to take the tickets which remained unsold. The presence of the Legislature had interfered with the usual work; now came the time when soldiers were quartered in the Halls. In April 1775, the Massachusetts Militia was mustered at Cambridge, and the College Government removed the library and apparatus to Andover. The Corporation were forced to meet at Fowle's Tavern, in Watertown, where they voted that, a public Commencement being impracticable, degrees should be conferred by a general diploma. A little later they ordered the removal of the College to Concord, where, it had been ascertained, one hundred and twenty-five students could be boarded. The exile lasted till June 1776.¹ Before that time the British troops had evacuated Boston (March 17th); and the Corporation and Overseers expressed their gratitude to General Washington "for his eminent services in the cause of his country and to this society," and at Commencement they conferred upon him the degree of Doctor of Laws. In a memorial to the Legislature, the injury done to the College by the occupation of the soldiers, and by the loss of rents, including the income of the Charlestown Ferry, was set forth. Indemnification for damages was finally made; among the items we find lead taken from the roof of Harvard Hall,—presumably for bullets,—brass knobs, and tacks. Staples on which the soldiers slung their hammocks long remained in the halls.

The College was now fully committed to the patriotic cause. The Overseers examined the Governors and instructors as to their political principles, and the few students who cherished Tory hopes took care to conceal them. Nevertheless, when General Heath, in the autumn of 1777, requested the use of the College buildings for quartering the troops surrendered by Burgoyne, the Corporation objected. But the students were dismissed from December 1777,

¹ No trace remains at Concord of the building occupied by the College.

till the following February, after which there were no further interruptions in the College course while the Revolution lasted, although there was no public Commencement.

Internal affairs during this period of national excitement require but little mention. The Overseers clashed with the Corporation in the appointment of a steward, and, after considerable dispute, the former came to the conclusion that they had no jurisdiction in this appointment. More important was the resignation of President Langdon, in the summer of 1780. The students met and passed resolutions charging him with "impiety, heterodoxy, unfitness for the office of preacher of the Christian religion, and still more for that of President." A committee of twelve students then waited upon him with these resolutions. He seems to have been taken without warning and without having had previous intimations that he was unpopular. But he determined at once to resign. After morning prayers, two days later, he gave notice of his determination, adding that, as he "would be thrown destitute on the world," "resolutions of a favorable character might be of service to him." The students passed these as readily as they had passed the first. So far as can be learned, the undergraduates were, in this proceeding, only the instruments of Langdon's enemies, who did not dare, or care, to attack him openly. The most that was hinted against him was that he had not filled his position with so much vigor as his predecessors before the war; but, considering the difficulties he had met and his subsequent career in the New Hampshire Convention, this charge lacks verisimilitude.

In addition to his being the President of the College at the Revolutionary crisis, Langdon will be remembered as the President during whose term the Constitution of the Commonwealth of Massachusetts was framed (1780). That Constitution confirmed to the President and Fellows of Harvard College the enjoyment of "all the powers, authorities, rights, privileges, immunities and franchises which they now have, or are entitled to have, hold, use, exercise and enjoy;" and it contained the following article: "WHEREAS, by an Act of the General Court of the Colony of Massachusetts Bay, passed in the year 1642, the Governor and Deputy-Governor for the time being, and all the magistrates of that jurisdiction, were, with the President and a number of the clergy in the said Act described, constituted the Overseers of Harvard College; and it being necessary, in this new Constitution of Government, to ascertain who shall be deemed successors to the said Governor, Deputy-Governor and magistrates,— It is declared that the Governor, Lieutenant-Governor, Council and Senate of this Commonwealth are and shall be deemed their successors, who, with the President of Harvard College for the time being, together with the ministers of the Congregational churches in the towns of Cambridge, Watertown, Charlestown, Boston, Roxbury and Dorchester, mentioned in the said Act, shall be, and hereby are, vested with all the powers and authority belonging or in any way appertaining to the Overseers of Harvard College. *Provided*, that nothing herein shall be construed to prevent the Legislature of this Commonwealth from making such alterations in the government of the said University as shall be conducive to its advantage and the interests of the republic of letters, in as full a manner as might have been done by the Legislature of the late Province of Massachusetts Bay."

The Constitution speaks indifferently of the "College" and the "University," this being perhaps the first instance when the latter term was officially used. It declares, further, that no person holding the office of President, Professor or instructor of Harvard College shall, at the same time, have a seat in the Senate or House of Representatives. Thus we see that, while the State kept its *ex officio* control over the government of the College, it prohibited officers of the College from taking part in the government of the State.

Despite the troubles and interruptions incident to the war, the College had been fairly-well attended. The classes at graduation averaged thirty-four members, that of 1776 being the largest (forty-three), and that of 1779 being the smallest (twenty-six). But the revenues suffered greatly, not only from stoppage of payment in some cases, but from the depreciation of the currency. In 1778, exchange on France stood at three hundred per cent.; in March 1779, at four hundred per cent., and the next year one ream of paper cost £150, and a quill cost \$1.50 in provincial money. In November 1780, the price of the Corporation dinner was \$52.61 per person; but by that time the currency was almost worthless.¹

At this turning-point in the history of Harvard — for the College, after the Revolution, soon ceased to look to the Commonwealth for regular grants of money — we may fitly pass in review the dealing of the Legislature with the College. Our general verdict must be that, after the first vote of the General Court, in 1636, to appropriate £400 to a school at Newtown, the Colony never gave Harvard the financial support which it deserved. The grants were irregular, — often made only after repeated entreaties, and seldom paid promptly. The Legislature erected, besides the original Hall, Massachusetts, Hollis and the new Harvard Halls, and contributed £1000 out of £1800 towards Wadsworth House. It allowed the College the income of the Charlestown Ferry, which, in 1639, amounted to £50, but which in some years produced less than the expenses. President Dunster's annual stipend probably did not exceed £100, paid in rates; Chauncy received the same; Hoar had £150 *per annum*; Oakes had £100 from the Colonial Treasury, and £50 in "country pay," corn, wheat, etc.; the grant to Mather was at first £100, then only £50; Vice-President Willard received from £50 to £60; Leverett's salary was fixed at £150, subsequently increased by £30, £40, and once by £50; but the average was about £180; Wadsworth was assigned a grant of £400, £360 of which to be paid by the General Court, and £40 to be derived from the rents of Massachusetts Hall; the grants to Holyoke averaged £250, *plus* the aforesaid rents. About the middle of the eighteenth century the Legislature began to eke out the salaries of the Professors by grants; the Professor of Divinity received £100, of Mathematics, £80, and of Hebrew, £20. Quincy estimates that the total amount granted annually during Holyoke's term never exceeded £450, and often fell far short of that figure. Many of the lands granted to the College from time to time, although they aggregated several thousand acres, were never secured, owing to some flaw in the claim, or they lay in remote places where they produced but little.

The revenues of the College, apart from the above-mentioned subsidies, increased very slowly. In 1654, the income applicable to general purposes was only £27, of which £15 was set aside for scholarships. The receipts from all sources from 1654 to 1668, were £2618. In 1682 the property of Harvard was valued at £2141; in 1693 the income was £318. Under the prudent management of Thomas Brattle, who was Treasurer for twenty years (till 1713), the estate of the College was increased in value to £2952; in 1746 this had risen to £11,150, producing yearly, at six per cent., £669. Owing to the depreciation of the currency the entire stock of the College in 1770 was estimated at only £12,923, of which £6188 was specifically appropriated; the income in that year amounted to £1513, the expenses to £1251. In 1776 the resources were valued at £16,444.

Thus we see that even during the period when Harvard had every reason to look to the State for generous nurture and encouragement, the support from private benefactors exceeded

¹ See Eliot's *History of Harvard College*, pp. 87, 88.

astonished at the contents of the President's letter, as well as at the doings of the gentlemen present, which he very seriously resents; and however great the gentlemen may think the burden upon his mind may be, Mr. Hancock is not disposed to look upon it in that light, nor shall the College suffer any detriment in his absence, as he has already determined those matters; but if the gentlemen choose to make a public choice of a gentleman to the displacing him, they will please to act their pleasure. Mr. Hancock writes in great hurry, being much engaged, but shall write very particularly, or be at Cambridge in person as soon as the Congress rises. He leaves all his matters in the hands of a gentleman of approved integrity, during his absence, which he is not disposed to alter, and peradventure his absence may not be longer than a voyage to Machias." The Corporation evidently got small comfort from this reply. Another year passed; still they did not dare to remove the obstinate Treasurer, who persistently neglected his duties. They took measures to collect their rents and the earnings of the Ferry, but went no further.

In 1776, Hancock being then in Philadelphia, the President wrote him a very humble letter setting forth the embarrassed condition of the College; he remained silent. To a second entreaty he replied that he had just sent a messenger "in a light wagon, with orders to bring all his books and papers across the country to Philadelphia from Boston," in order that he might arrange them. So the personal property of Harvard was transferred to the Quaker city, where it remained till the following year, when the Corporation, having received no account, and being alarmed for the safety of the securities, despatched Tutor Hall to bring them back. But Hancock, although he let them go, would neither settle nor resign. Another communication, covering twenty-eight quarto pages, did not move him, if, indeed, he ever read it. At last, after much hesitation, with the concurrence of the Overseers, they elected (July 14, 1777), Ebenezer Storer, to supersede in the Treasurership, "the Honorable John Hancock, whose employment in the American Congress unavoidably prevents his attending to the business of that office."

Hancock regarded this action as a personal insult, and never forgave it, but during the remainder of his life he continued to wreak his resentment on the College, by the same spiteful and embarrassing methods. The Corporation made more than one effort to conciliate him, requesting, for example, that he would permit his portrait to be painted at their expense "and placed in the philosophy chamber, by that of his honorable uncle." In 1779 it was voted to put in suit the bond which he had filed on his appointment as Treasurer, but this vote was reconsidered. The following year he was elected Governor of Massachusetts, a position he filled continuously till 1785, and the Corporation sang another tune in a complimentary address in which they expressed "their happiness that a gentleman is placed at the head of the General Court and of the Overseers, who has given such substantial evidence of his love of letters and affection to the College, by the generous and repeated benefactions with which he hath endowed it." Blandishments, however, were as futile as threats: Hancock knew his power, and gratified his vindictive spirit by using it. In 1783 the Overseers determined to force an issue; but at their very next meeting Hancock presided, and they quailed before him. Then, as if to tantalize them further, he promised to bring in a statement; but when the time came he postponed it. Finally, on February 10, 1785, Treasurer Storer was able to report that Governor Hancock had made a final settlement of his accounts, by which it appeared that he still owed the College £1054. This balance he delayed to pay; nor could the College, whether by entreaty or by threatening to resort to law, get it from him. He died in October 1793 and two years later his heirs made a payment of nine years' interest. The principal was paid six

or seven years afterwards, but without compound interest, "whereby the College loses upwards of \$526." The motives of this disgraceful conduct seem not hard to explain. Hancock was doubtless flattered by his election to the Treasurership; but he had no experience as a financier, and was soon drawn into the more exciting political life in which he shone, but which caused him to neglect his duties as Treasurer. When his neglect became apparent, through the respectful intimations of the Corporation, his vanity was piqued, and thenceforth, feeling secure of his public position, he determined to punish them by systematic harassing and delays. That he needed the College funds, or diverted them temporarily to his own use, was never charged, for his private fortune was so great (£70,000) that he could have settled his account in full at any time that he had chosen. But to ambitious men of a certain calibre, all the glory and honor they derive from success in work for which they are fitted do not atone for the pangs their pride suffers when they have been found negligent or incompetent in work undertaken by them without proper qualification.

While this unseemly and annoying conflict was in progress, the College was engaged in a financial struggle with the Legislature. Harvard had loyally converted its funds into currency early in the Revolution, but before the War closed the currency had depreciated so far that it required seventy-five dollars in paper to purchase one dollar in gold. In 1777 the fees for tuition were increased in order to make good the diminishing salaries of the instructors; and in 1780 the Legislature was petitioned to supply by grants the constantly growing deficit. Then followed a memorial asking the General Court to pledge itself to pay to the President a permanent and adequate salary; but the Court refused, preferring to keep that officer dependent upon it, for irregular and uneven grants. It appropriated £300 for the first year of President Willard's term. The Corporation next endeavored to equalize the salaries of Professors, by assessments on the students; and the rents of Massachusetts Hall were doubled (to £120) for the benefit of the President. The Legislature continuing stingy, another petition was presented, which brought from it (July 1783) grants of £156 for the President, and of about £100 each for the Professors of Divinity, Mathematics and Oriental Languages, but these grants were no longer "gratuitous," but "on account of services done, and to be done, he (the grantee) to be accountable for the same," an intimation which the beneficiaries regarded as ominous.¹ The position of the President and Professors became precarious, so that the Corporation authorized the Treasurer to lend them money at interest, until the Legislature should fulfil its pledges. But this the Legislature never did; its last subsidy to the President and Professors was on May 31, 1786, when it appropriated £480 for the former, and upwards of £240 to each of the latter. These sums enabled them to settle their indebtedness to the Treasurer, but left no provision for the future. The next year the Treasurer reported that during the past decade the College had suffered a clear loss of £13,702 6s. 2d. But the Court gave no relief, and in February 1791, voted that it was inexpedient to make any grants to College officers. A final effort was made in the following January to bring the Court to terms; it was shown that more than £3000 had been loaned to the President and Professors, and it was prayed that the College be reimbursed; this last appeal, however, was treated like its predecessors, and thenceforth the Corporation assumed the responsibility of providing in full the officers' salaries. The notes due for advances were cancelled. Happily, through the skilful management of Storer, the Treasurer, and of James Bowdoin and John Lowell, the financial resources of the College had gradu-

¹ At this time the College lost the revenue from the Charlestown Ferry, by the building of the Charles River Bridge (1785). The Legislature required the grantees of the bridge to pay the College an annuity until 1826.

ally been augmented. The investments, made in uncertain times, proved lucrative, and in 1793 the Treasurer's report stated that the personal estate amounted to \$182,000, of which about \$82,000 were appropriated for special purposes. That was the first year in which the English system of reckoning was dropped, and the American adopted. We have now arrived at a period, therefore, when the College had to depend upon itself, but when the State, while refusing monetary support, still arrogated the right of supervisory control. But, as this was the first step toward the ultimate emancipation of Harvard from all political control, we see now that the gain far exceeded the sacrifices which it temporarily demanded.

The administration of Willard coincided with other changes which proved beneficial to the development of the College. The standard of scholarship was raised; the Medical School was founded on very humble beginnings; four professorships (E. Hersey, Alford, A. Hersey and Erving) were added to the foundations; the system of discipline was remodelled. The

graduating classes exclusive, averaged forty, one members, the largest. In October 1790, the College was honored by a visit from President Washington, who, in reply to an address from the Corporation, complimented the "literary republic," might long enjoy a tranquility within the walls of this University."

President Willard and nearly two years elapsed before his successor, the Rev. Samuel Webber, Hollis Professor of Mathematics, was elected. In the interim the office had been offered to Fisher Ames, the first layman, so far as I have to the Presidency of Harvard. Mr. Webber came into office just at the outbreak of a new religious controversy, the echoes of which were heard far



SAMUEL WEBBER

It is the inherent nature of sects to become diversified; some members clinging rigidly to the letter of their creed and to tradition, while others move on to larger interpretations. Midway between these factions oscillate the moderates, who hold some of the views of each but do not approve of the extremes of either. Presbyterianism in New England was, at the beginning of the nineteenth century, on the verge of a new disintegration; the members of the advanced party, carrying freedom of inquiry to its logical conclusion, were beginning to be known as Unitarians, whom the conservatives looked upon with abhorrence as no better than skeptics or atheists. The line of demarcation was clearly defined in the controversy over the election of a successor to the chair of Divinity, which was left vacant by the death of Dr. Tappan in 1804. The Corporation elected the Rev. Henry Ware, of Hingham, whose views were then deemed radical. He was stoutly resisted. The orthodox declared that "soundness and orthodoxy" were the requisites demanded by Hollis of the candidates to this Professorship; that "soundness and orthodoxy" were to be found among Calvinists only; and

tween 1781 and 1804, that of 1804 having sixty-number up to that time. The Corporation, in reply to the address, complimented the "literary republic," might long enjoy a tranquility within the walls of this University." He died in September 1804, before his successor, Samuel Webber, Hollis Professor of Mathematics, was elected. In the interim the office had been offered to Fisher Ames, the first layman, so far as I have to the Presidency of Harvard. Mr. Webber came into office just at the outbreak of a new religious controversy, the echoes of which were heard far

¹ President Leverett had fitted for the ministry, but had had no parish.

that the candidate should submit to an examination of faith. Dr. Ware's supporters replied that such an examination "was a barbarous relic of inquisitorial power, alien alike from the genius of our government and the spirit of our people; that the College had been dedicated to Christ and not to Calvin — to Christianity and not to sectarianism; that Hollis, though agreeing with Calvinists in some points, was notoriously not a Calvinist; and that, by his statutes, he prescribed the Scriptures of the Old and New Testament as the rule of his Professor's faith, and not the Assembly's Catechism." At last Dr. Ware's election was concurred in by the Overseers (May 1805), but it caused so great annoyance to the orthodox, that Dr. Pearson, Hancock Professor of Hebrew, resigned (March 1806), giving as his reason that "events during the past year having so deeply affected his mind, beclouded the prospect, spread such a



STOUGHTON HALL

gloom over the University, and compelled him to take such a view of its internal state and external relations, of its radical and constitutional maladies, as to exclude the hope of rendering any essential service to the interests of religion by continuing his relation to it." His resignation was accepted by the Overseers who stated that "they are not apprehensive the University is in so unfortunate a state as he has represented."

In 1780 the original Stoughton Hall, which was situated at right angles to Massachusetts and Harvard, in front of the present site of University Hall, had to be demolished on account of its decay; but, with the increased number of students another dormitory was needed. This, the present Stoughton, was erected in 1805 at the expense of the College. The Corporation then petitioned the Legislature for assistance to repair Massachusetts and other buildings, and, in 1806, permission was granted to them to raise \$30,000 by lottery. From the proceeds of this lottery (\$29,000) a new hall was built, at the cost of \$24,000, and, on its completion in 1813, it

was called after Sir Matthew Holworthy, to whom the College was indebted for the largest single benefaction it had received in the seventeenth century (£1000 sterling). In 1806, John Quincy Adams was appointed first Boylston Professor of Rhetoric and Oratory.

Signs of a more liberal spirit in religion were now rapidly multiplying in New England, and its effect was soon felt at Harvard. The election of James Bowdoin to the Corporation in 1792 may now be looked upon as an entering wedge, for he was the first lay Fellow (excepting previous Treasurers, Professors or tutors) ever admitted to that body. Experience in his case suggested that a modification of the membership of the Board of Overseers would be desirable. The limitation of the original Charter to the magistrates and ministers of the Colony of



MASSACHUSETTS HALL AND FIRST CHURCH

Cambridge and five neighboring towns deprived the College of the services of suitable men; while the admission of the State Senate, by the Constitution of 1780, created a considerable number of Overseers whose knowledge of and interest in the College were slight or perfunctory, whose term was brief and uncertain, and whose time was fully occupied with politics and legislation. In March 1810, therefore, an amendment was passed to the following effect: The Governor, Lieutenant-Governor, Council, the President of the Senate, and Speaker of the House of Representatives, and the President of the College, for the time being, with fifteen ministers of Congregational Churches, and fifteen laymen, all inhabitants within the State, to be elected as provided in the Act, were constituted "the Board of Overseers of Harvard College." The fifteen laymen were to be elected by the rest of the Board, which thus perpetuated itself. The Legislature carefully respected the ancient privileges of the College, by providing that this Act should not take effect until the Corporation and Over-

seers should accept it, which they did.¹ In July 1810, President Webber died, and was succeeded by the Rev. John Thornton Kirkland, Pastor of the new South Church in Boston.

Political partisanship then ran high, and, in 1812, the Senate complained that it had been deprived by the recent Act of some of its privileges, and a bill to repeal it was introduced. The Corporation testified that the College had been benefited by the change, but the Act was repealed and the previous one restored in 1812. The Corporation insisted that since the Act of 1810 had become valid only by their consent and that of the Overseers, it could not be annulled without their approval. The Overseers waived all opinion as to the Act of 1812 until the Supreme Court should pass upon it. They organized according to the Act of 1810, and another Board organized according to the Constitution of 1780; the latter body, however, exercised the functions of *de facto* Overseers until February 1814, when, a change of parties in the control of



HOLWORTHY HALL

the State Government having taken place, the Act of 1810, with the addition that the Senate should in future form part of the Board, was restored, and approved, and it remained in vigor for nearly forty years.

CHAPTER IV

EMANCIPATION FROM CHURCH AND STATE, 1810-1865

THE Presidency of Kirkland witnessed the expansion of Harvard from a College into a University, by the creation of several departments, or schools, in addition to the Academic department. Of these—the Medical School, the Divinity School, and the Law School—some account will be given later. Five Professorships were founded, or for the first

¹ The Corporation agreed to the Act March 16, 1810; the Overseers concurred April 12.

time filled, during Kirkland's term. The College received its last subsidy from the State, which, in 1814, appropriated a bank tax amounting to \$10,000 annually for ten years "for the encouragement of literature, piety, morality, and the useful arts and sciences," with the restriction that a fourth part of this annual sum should go "towards the partial or total reduction of the tuition fees of such students, not exceeding one-half the whole number of any class, who may apply therefor, according to the judgment of the Corporation." Of the unencumbered moneys, upwards of \$21,400 were devoted to the building of the Medical School. In 1815 University Hall, designed by the eminent architect Bulfinch, was completed at an expense of \$65,000, partly paid from the un-

of the College, and bank tax. An Act 1814, increased the exempt from tax-College might setts, to the value *num*, in addition then authorized to

In 1820 an ef-wards the further membership of the seers, by declaring the ministers of any irrespective of de-Corporation and proved this reform, delegates of the monwealth, assem-amendments to the sented through its Webster, a favor-when this amend-mitted to a popular Massachusetts de-votes in the nega-

affirmative. All clergymen who did not belong to Congregational Churches still remained, therefore, under the ban.

Kirkland's administration was early successful, in part owing to his energy and wisdom, and in part owing to the remarkable body of men who, as members of the Corporation, assisted him with their counsel and support.¹ Previously to this time "the duties of President," says Quincy, "were limited to performing devotional services morning and evening in the chapel; expounding some portion of Scripture, or delivering some religious discourse, 'at least once a month;' presiding at meetings of the Corporation and Immediate Government [College Faculty]; acting as



JOHN T. KIRKLAND

appropriated funds partly from the of February 12, value of property ation which the hold in Massachu-of \$12,000 *per an*-to what it was hold.

fort was made to-liberalizing of the Board of Over-eligible to election Christian Church, nomination. The Overseers ap-and a committee of people of the Com-pleted to propose Constitution, pre-chairman, Daniel able report. But ment was sub-vote, the people of feated it by 21,123 tive, to 8,020 in the

¹ From among the Fellows at this time (1810-30), I would mention Theophilus Parsons, John Lowell, John Phillips, Christopher Gore, William Prescott, Harrison Gray Otis, Joseph Story, Nathaniel Bowditch, William Ellery Channing and Charles Lowell.

recording officer of each of these bodies; and executing such duties as were specifically assigned to him, usually as chairman of a committee. The general superintendence of the seminary, the distribution of its studies, the appointment of tutors in case of any sudden vacancy, and in short all the executive powers relative to discipline and instruction, when not exercised by the Corporation itself, were carried into effect by the President, Professors and tutors, constituting a board denominated 'the Immediate Government.' In this board the President always stood in the relation of *primus inter pares*, without other authority than that of a double vote, in case of an equivote." In 1811 and 1812 the Corporation granted to the President larger powers; authorizing him "from time to time to make such regulations respecting the instruction and the government of the students as he shall think reasonable and expedient, which regulations shall



UNIVERSITY HALL

have the force of laws till the same be disallowed by the Corporation and Overseers;" but he could not alter any punishment or mode of inflicting the same. Dr. Kirkland used this enlarged authority very sparingly, and, so far as the records show, he never exercised it without consulting the Faculty; but, during the latter part of his administration he was embarrassed by discontent which manifested itself both inside and outside of the Faculty, and sprang from various causes.

In the first place, the old quarrel concerning who was eligible to be a Fellow was revived. In 1806, on the resignation of Professor Pearson and the election of Chief Justice Parsons to the Corporation, that body contained, for the first time in its history, no member of the Faculty (except the President); and as successive vacancies were filled by non-resident Fellows, the Faculty began to surmise that a precedent had been established against the election of any of their number in the future. In 1823 they protested against the disposition "to degrade them to

the rank of ministerial officers, and to subject them to the discretionary government of an individual," and they attributed the unsatisfactory condition which they thought existed in the College to the fact that they had no representation in the Corporation. Learning the details of the controversy which had raged concerning Fellows a hundred years before, they "came to the conclusion that residence was originally a qualification for Fellowship, and that, conformably to the Charter, the Corporation ought to consist of *Fellows* — that is, of resident officers of the College." The death of the Hon. John Phillips (1823) gave them the opportunity they desired, and they presented a memorial to the Corporation, setting forth their claims. This thrust a dilemma upon the Corpora-

a member of the memorialists would in- was recognized as resident Fellows seem to have no office; but if, on non-resident were Phillips, the memo- that the policy of ulty from repre- persisted in. The their difficulties be- who immediately seers. The latter, resolved, that it did resident instructors right to be chosen Corporation; that lows did not there- fices; and that it to express any ject of future elec- Charles Jackson, a soon afterwards some explanations



JOSEPH STORY

tween the Corporation and Overseers, he was confirmed. Thus was finally settled a dispute that had been settled in the same way a century before.

About this time also the impression spread that the "discipline, instruction and morals" of the College needed correction. The Overseers accordingly appointed a committee of seven, of which Joseph Story was chairman, to investigate. In May 1824, they recommended various changes, the principal being that the President should be accorded larger authority and should be relieved, as far as possible, from merely ministerial duties; that Professors and Tutors should be divided into separate departments, each department to have at its head a Professor who should superintend its studies and instructors, "with the privilege of recommending its instructors to the Corporation for appointment;" that a board of three persons, presided over by a Professor, should look after the discipline of each College Hall, a similar

tion: if it elected Faculty, the me- fer that their claim just, and the non- would thereby legal right to their the other hand, a chosen to succeed rialists would urge excluding the Fac- sentation was to be Corporation laid fore the petitioners, addressed the Over- after deliberation, not appear that the had any exclusive members of the non-resident Fel- for forfeit their of- was not expedient opinion on the sub- tions. The Hon. non-resident, was nominated, and, having passed be-

board to superintend students who lodged outside of the College, but no extreme punishment to be inflicted without the President's cognizance and approval; that there be two classes of studies—those necessary for a degree and those which students might elect; that each class of students should be subdivided into sections for recitations, which should be "more searching than at present;" that students should take notes at lectures, and pass an annual examination; that students should be admitted who did not wish a degree, but did wish "to pursue particular studies to qualify them for scientific and mechanical employment and the active business of life;" that fines should be abolished, and records of conduct kept and sent quarterly to students' parents; that some officer should "visit, every evening, the room of every student;" that no student under sixteen years of age should be admitted; that the expense of education should be reduced; and that the visitatorial authority of the Overseers should be more efficient, the President and Professors to report to them at a meeting every winter. This recommendation, led by the Rev. Andrews Norton, was adopted by the Corporation in 1825 (June 10, 1825) the Corporation passed in which the "Imment" was authorized to call itself the "Faculty of the University," with the power to act by committees; the President was re- lieved of his ministerial duties, was charged with executing the measures of the Faculty, but was not granted independent visitatorial power; departments were created; negative; depart- ments were created; students were clas- sified according to proficiency; the salaries of President and Professors were made to depend, in a measure, on the number of students; and persons not candi- dates for a degree were admitted to special study; examinations were made more frequent and vigorous; fines were abolished and a scheme of punishment—the various penalties of which were caution, warning, solemn admonition, official notice to parents, rustication and expulsion—were adopted.



JOSIAH QUINCY

A third difficulty arose during this decade from the state of the College finances. The institution had expanded rapidly, but in so doing its expenditures had exceeded its revenues. More power had been allowed to President Kirkland in the disposal of the income, and he had favored the passage of a law by which a tutor, after six years of satisfactory service, should be promoted to a Professorship, with an increased salary. The price of tuition was raised, one quarter, to fifty-five dollars *per annum*, and lest this should diminish the number of students the Corporation undertook to "assist meritorious students when

unable to pay the additional tuition." Professors' salaries were also augmented. The grant from the Legislature of \$10,000 for ten years served, while it lasted, to maintain this more expensive system, although a large part of the grant was devoted, as has been said, to the erection of the Medical School and to other purposes. When this grant ceased, the number of students fell off. Already clamors for retrenchment had been heard, but the Corporation hoped that the Legislature would continue its subsidies. When, however, it became evident (in 1824) that the Legislature would do no more, economy had to be rigidly practised.

The Treasurer's report for the year ending June 30, 1825, showed an excess of expenses over income of more than \$4,000, while there were about 200 students, as compared with upwards of 300 in the year 1824. A committee of the Corporation examined the Treasurer's books for the past seven years, and found no evidence of misuse; they then proposed measures for retrenchment, such as the union of the Professorships and the imposition of more work on the instructors. The President was asked to discharge his duties as steward, and the interest on the funds of the College was reduced and one-half per cent. was required to be paid every month to the Overseers of his expenditures without the sanction of that Board. By



ISAAC ROYALL

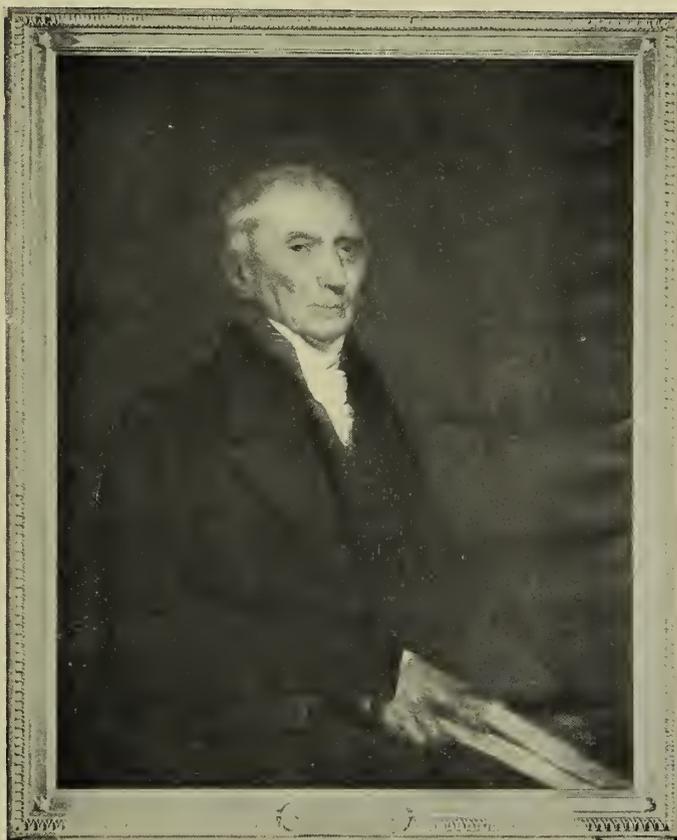
annual deficit of the College was wiped out, and "a foundation was laid for a prosperous state of its finances" (1828).

The students objected to the ordinance, referred to above, by which they were classified in sections according to proficiency, and their discontent was the cause of so frequent disorders, that the President advised that the obnoxious law be rescinded; and this was done (1827) in all departments except that of Modern Languages. Shortly afterward President Kirkland, who had previously suffered a stroke of paralysis, presented his resignation. He went out of office with the personal good-will even of those who had most strenuously opposed some of his innovations. Looking back upon his administration, we can give it the praise it merits. Kirkland was the first President to show, by his acts, that he recognized the distinction between a

more than \$4,000, but about 200 students compared with upwards of 300 in 1824. A committee of the Corporation made a nation of the for the past seven years found no evidence then proposed retrenchment, such as the union of the Professorships and the imposition of more work on the instructors. The President was asked to discharge his duties as steward, and the interest on the funds of the College was reduced and one-half per cent. was required to be paid every month to the Overseers of his expenditures without the sanction of that Board. By

College and a University; he showed that he believed that Harvard should and could fulfil the duties of a University; and he devoted all his energy towards her expansion. But he lacked a certain masterfulness, which alone could have given his acts immediate and fixed results. "He was a man of genius," says James Russell Lowell, "but of genius that evaded utilization. There was that in the soft and rounded (I had almost said melting) outlines of his face which reminded one of Chaucer. He was one of those misplaced persons whose misfortune it is that their lives overlap two distinct eras, and are already so impregnate with one that they can never be in healthy sympathy with the other." Nevertheless, he was instrumental in the erection of original Medical City and Divinity the addition of ships (Eliot, Smith and Dane) foundations of the

His success (1829-45), purchased the expansive down. The number increased steadily of the graduating six, besides the schools. The correspondingly August 1840, the University was \$646,235.17, of only \$156,000 to the unreserved lege. In 1832 a building was completed of Nathan 1788 had drafted which slavery was



NATHAN DANE

from the North-west, — and in 1839 the Library built from a legacy of Christopher Gore, at a cost of \$73,000, was dedicated. In the latter year also William Cranch Bond transferred his whole apparatus to Cambridge, was appointed Astronomical Observer to the University, and was installed in suitable buildings, for which a foundation was laid by subscription. The religious tendency at this time was towards liberalism. Unitarian doctrines of what now seems a mild type had spread throughout Massachusetts and were supposed to have their nursery at Harvard; but so conservative and timorous was the majority at the College that when Ralph Waldo Emerson delivered an address before the Divinity students (July 15, 1838), the College authorities and the public were alarmed at the boldness of his ideas, which some did not hesitate to say were subversive of religion and morals. Even the Rev. Henry Ware, Jr., felt obliged to declare that the prevalence of some of Emerson's statements "would

Holworthy, the School, Univer-Hall; and he saw five Professor-Rumford, Royall, to the endowed College.

sor, Josiah Quincy sued, in general, policy already laid ber of students ily, the average class being fifty-members of the finances were prosperous. In capital of the estimated at which, however, could be applied use of the Col-Law School pleted at the ex-Dane, — who, in the ordinance by forever excluded

tend to overthrow the authority and influence of Christianity."¹ In 1834, the Legislature passed an Act entitling clergymen of any denomination to stand as candidates for Overseers, but this did not go into operation until 1843.

The most important academic event during Quincy's term was the celebration, on the 8th of September, 1836, of the two hundredth anniversary of the founding of Harvard. A pavilion of white canvas was erected in the College grounds, near the present site of the Library, covering 18,000 square feet, being 150 feet long and 120 feet broad; and supported in the centre by a pillar 65 feet high, and on the sides by 44 shorter pillars. Evergreens and flowers decorated the pillars; blue and white streamers radiated from the centre to the sides of the tent, which was erected on a sloping ground, rose one above another in the form of an amphitheatre. The pavilion also decorated the College Halls and arches, bearing the names of Harvard, Dunster, Chauncy, and Winthrop. On the morning of the celebration a white banner, on which was emblazoned the device of the first College seal, was raised over the pavilion. A vast concourse of graduates and sight-seers thronged the town. At ten o'clock a procession was formed in front of University Hall, under the leadership of Robert C. Winthrop and other distinguished representatives of the



CHRISTOPHER GORE

of Representatives; Samuel Emery, of the Class of 1774, headed the line of graduates, the oldest living graduate, Judge Wingate (Class of 1759), being unable to attend. The procession marched to the Congregational Church, where Dr. Ripley "offered a solemn and fervent prayer;" then was sung "Fair Harvard," an ode written for the occasion by the Rev. Samuel T. Gilman (Class of 1819); after which "President Quincy commanded, during two hours, the attention of the audience." The services over, the procession moved to the pavilion, where 1500 persons partook of dinner. Edward Everett, the President of the day in the absence of H. G. Otis, began the speech-making, and was followed by ex-President Kirkland, Dr. Palfrey, Justice Story, Dr. J. C. Warren, Chief Justice Shaw, Governor Levi Lincoln, Daniel Webster, Leverett Saltonstall, Josiah Quincy, Jr., Robert C. Winthrop and other distinguished speakers, until

¹ J. E. Cabot: *Memoir of Ralph Waldo Emerson*, i, 332.

eight o'clock in the evening, when the assembly was "adjourned to meet at this place on the 8th of September, 1936." The yard and buildings were then "brilliantly illuminated by the students, at the expense of the Corporation. The name of each of the College halls appeared in letters of light, together with the dates of their erection, and appropriate mottoes."

During Quincy's term the old Congregational Church, which stood near where Dane Hall now stands, was taken down (1833); the land belonging to it was added to the College enclosure, and the new church (now the First Unitarian) was erected. Four Professorships were founded by private benefactors in the University, viz.: Natural History (Fisher), History (McLean), Eloquence (Parkman), Astronomy and Mathematics (Parkman). A fund was also subscribed for the new Library. President 1845, leaving behind him been "the Great Organizer

He was succeeded by whose varied achievements had qualified him, it was idly expanding University. service he resigned, having petty duties which were dent, from the oversight in a pew of the Chapel to son on an occasion of cere- his flesh and blood could brief term, he furthered College House (1846), the the Lawrence Scientific during his administration, of Anatomy (Parkman), sources of Harvard were its needs, and in 1849 the an appropriation; but to



WILLIAM C. BOND

income from funds applicable to the College was but \$26,633, whereas the expenses amounted to more than \$40,000, so that the deficiency had to be made up from the tuition fees of the students, the fee being then (1848) \$75.¹ Some persons interested in the College objected strongly to the efforts to convert it into a University—this title had been formally adopted by President Everett—declaring that the real purpose of the institution should be to furnish a solid literary education, and not to provide mere smatterings in many departments. One critic condemned the rage for extravagance in buildings; the new Library, he said, had cost \$73,000, while the fund for supplying it with books was only \$21,000; whence he inferred that the Corporation set a value of seventy-three on stone and mortar and of only twenty-one on books. He protested also against increasing the cost of education, especially since Cambridge was an expensive place to live in.²

purchase of books for the Quincy resigned in August the reputation of having of the University."

the Hon. Edward Everett in politics, and literature thought, to direct the rap- But after three years of found that the innumerable then thrust upon the Presi- of "the spots on the carpet the reception of the King's mony," were "more than stand." Yet, during his the interests of Harvard. Observatory (1846) and School (1848) were added and one Professorship, that was founded. The re- still quite inadequate to State was petitioned for no purpose. The annual

¹ See S. A. Eliot's *Sketch of Harvard College*, p. 116.

² See article by Francis Bowen in the *North American Review*, Jan. 1850.

At this time the constitution of the Board of Overseers became again the object of much discussion. Many alumni favored the complete separation of the College from the State, and proposed a new system of election, whereby the Overseers should be a representative instead of an *ex officio* body. The full Board numbered eighty-three members—far too many for the speedy and efficient transaction of business. In 1850, a Committee of the Legislature investigated the College, and reported that it failed “to answer the just expectations of the people of the State,” owing to the fact that its organization and instruction were adapted to the conditions of a quarter of a century before. The next year an Act was passed remodelling the Board of Overseers, which was to consist of “the Governor, Lieutenant-Governor, President of the Senate, and Speaker of the House of Representatives of the Commonwealth, the Secretary of the Board of Education, and the President and Treasurer of Harvard College, for the time being, together with thirty other persons.”

were to be elected by the whose members was eligible into three classes of go out of office on the day ing of the General Court, be determined by lot.” be wholly renewed in this vided into six classes of serve six years from the person was eligible for re-term immediately succeed-first elected. The Act hav-was concurred in by the seers. This was a great ber of Overseers was re-limits, and the number of now only five (not count-



EDWARD EVERETT

Treasurer). But the pernicious influence of politics was still felt in the election of the Overseers by the Legislature. Party intrigues and preferences, which should have no weight in an institution consecrated to Truth,—which has never been the chief concern of politicians,—often determined the success or defeat of candidates, who were nominated in party caucuses at the State House. A bill was therefore introduced in the Senate in 1854, to take the election out of the Legislature and to entrust it to the alumni of the College, but this bill was not enacted. The scheme of 1854, by which State interference was to be abolished, depended on the raising of a fund of \$200,000, the income from which, in sums of \$100, was to be devoted to the assistance of one hundred worthy students.

The emancipation of Harvard from sectarian control, preceded its emancipation from the State. In 1834, the Legislature passed an Act making clergymen of any denomination eligible to election to the Board of Overseers; previously, only Congregational clergymen were eligible. The Corporation and the Board of Overseers, whose assent to this act was required to make it valid, did not give their assent till 1843. Since that date, therefore, discrimination on account of religion has had no legal sanction.

Those thirty other persons General Court, none of ble; they were to be di- ten each, the first class to of the next annual meet- “and so on in rotation, to After the Board should manner, it was to be di- five each, each class to date of its election. No election for more than one ing that for which he was ing been passed in 1851, Corporation and Over- step in advance; the num- duced within reasonable its *ex officio* members was ing the President and

The internal affairs of the College progressed but slowly during the decade 1850-60. Jared Sparks, the historian, was President from 1849 to 1853, and was followed by the Rev. James Walker (1853-60). The Elective System, of which an account will be found elsewhere, was not encouraged; but the efforts to improve discipline and to check hazing were vigorous, and the standard of learning was perceptibly raised. Three Professorships were endowed, one of Astronomy (Phillips, 1849); one of Christian Morals (Plummer, 1855), and one of Clinic (Jackson, 1859). Appleton Chapel was erected in 1858, and the (Old) Gymnasium in 1860. Mr. Everett was the last President to live in Wadsworth House; President Sparks dwelt at the corner of Quincy and Kirkland Streets, and



COLLEGE HOUSE

President Walker at No. 25 Quincy Street. In 1860, a fund given by Peter C. Brooks in 1846 had accumulated sufficiently to pay for the erection of a new residence for the President. Doubtless the most important addition to the University during this period was due to the energy and genius of Professor Louis Agassiz, by whom valuable collections in natural history had been patiently made, and through whose enthusiasm money was raised for the erection of the first division of the Museum of Comparative Zoölogy in 1859.

Professor Cornelius Conway Felton, eminent as a Greek scholar, was elected President in 1860, upon the resignation of Walker, and served until his death, in 1862, being succeeded by the Rev. Thomas Hill. This was a gloomy crisis in the history of the nation, and Harvard did not escape from its effects. The cost of living was con-

siderably increased owing to the Civil War; nevertheless, the number of students did not diminish to the extent that might have been expected. The number of Seniors upon whom degrees were conferred between 1850 and 1859, averaged 82. The Class of 1860 graduated 110—the largest up to that date; 1861, 81; 1862, 97; 1863, 120; 1864, 99; 1865, 84. President Hill's administration is memorable on two accounts; he initiated changes in the methods of instruction with a view to convert the College into a University, and he witnessed the final severing of the College from all interference by the State. On April 26, 1865, the Legislature passed a bill providing for the election of Overseers by "such persons as have received from the College a degree of Bachelor of Arts, or Master of Arts, or any honorary degree." The voting was fixed between the hours of ten A. M. and four P. M. at Cambridge, and on Commencement Day; no member of the Corporation, or officer of instruction was eligible as an Overseer, or was entitled to vote; and Bachelors of Arts were not allowed to vote until the fifth Commencement after their graduation. The Board constituted, consists of the *ex officio*, and of thirty members, divided into six classes of five members each, every class serving six years. In case of a vacancy, the remaining Overseers can supply it by vote, the person thus elected being "deemed to go out of office with the class belongs." Among the noteworthy events of President Hill's term were the building of Grays Hall (1863), and the introduction of University Lectures (1863) courses, rather popular in all members of the Union on the payment of five dollars. The Academic Council, composed of the Professors and Assistant Professors in the various Faculties, was founded with a view to suggest the subjects to be lectured upon and to recommend lecturers.



JAMES WALKER

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CHAPTER V

FROM COLLEGE TO UNIVERSITY, 1865-1897

PRESIDENT HILL resigned September 30, 1868: Charles William Eliot (Class of 1853), at that time a member of the Board of Overseers, was chosen to succeed him, May 19, 1869. President Eliot's administration, which has now extended over twenty-eight years, has been unquestionably the most memorable in the history of the University. Changes more numerous and more radical have been wrought than in any previous period of the same



JOSIAH QUINCY

EDWARD EVERETT

JARED SPARKS

JAMES WALKER

C. C. FELTON

FIVE HARVARD PRESIDENTS

length; and they have affected most deeply not only Harvard itself, but the higher education of the whole country. It is still too soon to pass final judgment on many of these changes, but it is not too soon to state that they mark the transformation of the College into a University.

Harvard men may also take pride in the thought that during this period Harvard has held her primacy among American colleges more surely than at any other time since rival colleges sprang up. Her experiments have been watched, her reforms have been first criticised and then imitated, her methods have been adopted, in a way that affords the surest proof of her leader-

ship. Foremost changes at Harvard during President Eliot's administration, was the unreserved adoption of the Elective System, boldly opposed; handed down from father to son, until at last they were taken up by the younger men. As a corollary, compulsory attendance has been abandoned, the extracurricular course has been tried first with success in 1874-75. The course has been completely reorganized, lengthened from two years to three, and made more progressive. A new department has been added in the Medical School, which was raised above that of any other in the country, and whose course has been fixed at three years, with an extra year for those who care to avail themselves of it. The Divinity School, long on the verge of dissolution, has



C. C. FELTON

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and although it cannot yet be said to flourish, this is due to the general temper of the age in religious matters, rather than to the inadequacy of the facilities of the School itself. After repeated attempts the efficiency of the Scientific School has been enormously increased, until now that School needs only adequate endowment in order to take rank with the most flourishing departments of the University. The School of Veterinary Medicine, the Bussey Institution, the Arnold Arboretum, the transference of the Peabody Museum of American Archæology and the Museum of Comparative Zoölogy to the College, are landmarks in the extension of the University in different directions during the past twenty years. More detailed information will be given later, when we come to describe these branches separately.

To this period belongs also another wise reform — the abolition of compulsory attendance at religious services. In 1869, the Faculty ceased to require those students who passed Sunday at home to attend Church, except as their guardians or parents desired; and it reduced the number of services to be attended by those who remained in Cambridge, from two to one. After much discussion and many petitions, attendance at prayers as well as at Sunday services, was left to the choice of the student. The old system of regulations was completely recast: the Faculty recognized that it had a more useful work to perform than to inspect the frogs and buttons on the students' coats, or to fix the hour for going to bed. The decorum of the undergraduates has improved in proportion as their independence has widened. Hazing has disappeared, and disorder have been at examination, ity of students when studies were almost passed ies have been

In 1869, the bitions, which used committec of the the College, were it was found that served their orig-stimulating the dents. In the fol-system of confer-students who had ful special exami-one department or Mathematics— Sophomore or introduced. In demic Council was suggest candidates degrees, A.M., and these degrees value from the fact



THOMAS HILL

represented a specified amount of graduate work. Before 1872 any graduate of three years' standing could secure an A.M. by the payment of five dollars. Indeed, the policy of the University has been to abolish the old custom of conferring meaningless degrees. Even those which are purely honorary in their nature (LL.D. and D.D.) have been bestowed more sparingly. The venerable practice of conferring the degree of Doctor of Laws on the Governor for the time being of Massachusetts — a practice which arose when that dignitary was *ex officio* the President of the Board of Overseers — was broken up in 1883, when Benjamin F. Butler was Governor of the Commonwealth, and it is probable that the precedent will never be revived.

cases of serious rare. Cribbing which a major-deemed venial prescribed, has away, since stud-lective.

semi-annual exhi-to be held when a Overseers visited abandoncd, since they no longer inal purpose of ambition of stu-losing year the ring "honors" on passed a success-nation in some — as the Classics, at the end of their Senior year, was 1872, the Aca-remodelled, to for the higher Ph.D. and S.D., acquired a real that they repre-

The salaries of the teachers were raised in 1869 — that of Professors being fixed at \$4000, that of Assistant Professors at \$2500, and that of instructors at \$1000; but these figures represent the maximum, and not the average sums received in the respective grades. In 1890 the salaries of fifteen Professors and of the Librarian were raised from \$4000 to \$4500; those of four law Professors from \$4500 to \$5000; Assistant Professors, during their second five years' service, were to receive \$3000 instead of \$2500, and some of the instructors had a slight increase. Nevertheless, the smallness of University teachers' stipends, when compared with



HARVARD GATE

the income which successful doctors, lawyers and clergymen receive for intellectual work of relatively the same quality, indicates that public sentiment still holds educators dangerously cheap. Fine dormitories, spacious halls, vast museums and costly apparatus do not make a University; men, and only men of strong intellect, of wisdom and spirituality, can make a University; and they can be secured only by paying them an adequate compensation. Until society recognizes that the ideal educator is really beyond all price, it will go on suffering from evils and losses which a proper education might prevent. To lighten the work of the Harvard Professors, the Corporation have granted them a leave of absence for one year out of every seven. Further, a subscription has recently been opened to a fund to provide a pension for those Professors who, after a long service, are incapacitated from either age or feebleness. In 1872 the experiment of conducting "University Lectures" was found to be unsuccessful; but it was still maintained with good results in the Law School till 1874. Summer courses in Chemistry and Botany were offered to teachers and other students (1874), and they constantly grew in usefulness, so that similar courses in other departments have been added, and now the Summer

School is attended by over 600 students. In 1875, spring examinations for the University were held in Cincinnati, and this scheme, too, proved so beneficial that it has been extended to many other distant cities, and to some of the preparatory schools. In 1897, examinations for admission to the Freshman Class were held in twenty-eight places outside of Cambridge, including Denver, San Francisco, Tokyo and Bonn. In 1875, also Evening Readings, open alike to the public and students, were introduced; and they were repeated from year to year. Latterly, more formal lectures, College Conferences, etc., have increased to such a number that there is



GRAYS HALL

rarely an evening when two or three are not in progress. Since 1883 the Boston Symphony Orchestra has given each winter a series of concerts in Sanders Theatre, so that the best music is within reach of the students.

The method of instruction is now by lectures and not by recitations in all those courses where lectures can be given to greater advantage. The marking system—a survival from the old seminary days, when marks were sent home regularly every quarter—has been overhauled and reduced to the least obnoxious condition. Formerly, the maximum mark for any recitation was eight; the students were ranked for the year on a scale of 100, but, though the scale was the same, no two instructors agreed in their use of it. Some were “hard” and some were “soft” markers; some frankly admitted that it was impossible to get within five or ten per cent. of absolute exactness; others were so delicately constituted that they could distinguish between fractions of one per cent. One instructor was popularly supposed to possess a marking “machine;” another sometimes assigned marks *less than zero*. These anomalies were long recognized before a simple and more rational

scheme was adopted, in 1886. "In each of their courses students are now divided into five groups, called A, B, C, D and E; E being composed of those who have not passed. To graduate, a student must have passed in all his courses, and have stood above the group D in at least one-fourth of his College work; and for the various grades of the degree, honors, honorable mention, etc., similar regulations are made in terms of A, B, C, etc., instead of in per cents. as formerly."¹ The increase in the number of instructors in the various departments has also brought about what was first proposed in President Kirkland's time—the autonomy of each department over its own affairs, subject, of course, to the approval of the Governing Boards.



COLLEGE YARD AND HOLWORTHY HALL

Examinations are now held twice a year, at the end of January and in June, lasting about twenty days at each period. The examinations, except in courses involving laboratory work, are nearly all written, of three hours' length each. President Eliot, then Tutor in Mathematics, was the first to introduce written examinations, in the course under his charge, in 1854-55. Before that tests were oral. The College calendar was reformed in 1869, previous to which date a long vacation had been assigned to the winter months, chiefly for the benefit of poor students who partly supported themselves by teaching school for a winter term. As re-arranged, the College year extends from the last Thursday in September to the last Wednesday in June, with ten days' recess at Christmas and a week at the beginning of April.

The remarkable expansion of the University since 1869—to which expansion these changes bear witness—has been as great in material and financial concerns, as in policy. In 1869, the

¹ W. C. Lane in the Third Report (1887) of the Class of 1881.

resources of Harvard amounted to \$2,257,989.80, and the income to \$270,404.63; in 1896, the capital was \$8,526,813.67, the income was \$1,212,201.15; and the Cambridge assessors valued the untaxed property of the College in Cambridge at \$9,216,964.59. Seven large dormitories have been erected, viz.: — Thayer Hall, the gift of Nathaniel Thayer, in 1870; Holyoke, erected by the Corporation, in 1871; Matthews Hall, the gift of Nathan Matthews, and Weld Hall, the gift of William F. Weld, in 1872; Hastings Hall, the gift of Walter Hastings, in 1889; Perkins Hall, from the bequest of Mrs. Catharine P. Perkins, in 1893-94; and Conant Hall, from the bequest of Edwin Conant, in 1893-94. An addition to the Library, by which its capacity was



COLLEGE YARD FROM MATTHEWS HALL

more than doubled, was completed in 1877, and in 1895 a new book-stack and large reading-room were constructed by a remodelling of the interior of Gore Hall. Austin Hall, the new Law School, was built from plans by H. H. Richardson in 1883; the same architect designed Sever Hall (lecture and recitation rooms) in 1880. In 1871 a mansard roof was added to Boylston Hall, the Chemical Laboratory, which has received several subsequent improvements; and College House was enlarged during the same year, when also the lecture-room and laboratory of the Botanic Garden were completed. The Jefferson Physical Laboratory (for which Thomas Jefferson Coolidge was the chief contributor) was finished in 1883; that year the new Medical School in Boston was first occupied. The Museum of Comparative Zoölogy has grown by successive additions, the cost of which has been largely defrayed by Alexander Agassiz, until it now (1897) covers the two sides of the quadrangle originally proposed by Louis Agassiz; and on the third side the Peabody Museum of Archæology, begun in 1876 and added to in 1889, has almost reached the point of junction. The Bussey Institution (1870), the School of Veterinary Medicine (1883), the Library of the Divinity School (1887) and the Fogg Art Museum (1894)

are further monuments of President Eliot's administration. For athletic purposes several buildings have been erected during this period: the University Boat House (1870); the Hemenway Gymnasium (1879), enlarged in 1896; the Weld Boat House (1890); the Carey Athletic Building (1890); the Locker Building on Soldier's Field, 1894. Two of the entrances to the College Yard have been provided with substantial gates, one given by Samuel Johnston (1890) and the other by George von L. Meyer (1892). The Foxcroft House was bought in 1888. The occupancy of the old Medical School by the Dental School, has involved building changes; as has the expansion of the Observatory, the Arnold Arboretum and the Veterinary School. The



COLLEGE YARD FROM STOUGHTON HALL

establishment of an astronomical station at Arequipa, Peru (1891), should also be included in this list of recent increase in University buildings.

One other edifice, Memorial Hall, deserves a more extended notice. In May 1865, a large number of graduates held a meeting in Boston to discuss plans for erecting a memorial to those alumni and students of Harvard who lost their lives in behalf of the Union during the Civil War. A Committee of eleven were appointed, consisting of Charles G. Loring, R. W. Emerson, S. G. Ward, Samuel Eliot, Martin Brimmer, H. H. Coolidge, R. W. Hooper, C. E. Norton, T. G. Bradford, H. B. Rogers and James Walker. At another meeting, in July, they presented a report, in which was the following resolution: "*Resolved*, That in the opinion of the graduates of Harvard College, a 'Memorial Hall' constructed in such manner as to indicate in its external and internal arrangements the purpose for which it is chiefly designed; in which statues, busts,

portraits, medallions and mural tablets, or other appropriate memorials may be placed, commemorative of the graduates and students of the College who have fallen, and of those who have served in the army and navy during the recent Rebellion, in conjunction with those of the past benefactors and distinguished sons of Harvard now in her keeping, — and with those of her sons who shall hereafter prove themselves worthy of the like honor, — will be the most appropriate, enduring and acceptable commemoration of their heroism and self-sacrifice; and that the construction of such a hall in a manner to render it a suitable theatre or auditorium for the literary festivals of the College or of its filial institutions will add greatly to the beauty, dignity and effect of such memorials and tend to preserve them unimpaired, and with constantly increasing association of interest to future years.” At Commencement this resolution was brought before the



SEVER HALL.

alumni. After considerable discussion, in which some speakers proposed that a simple monument or obelisk would be more appropriate than a building, the matter was referred to a Committee of Fifty, which, on September 23d, reported in favor of a memorial hall. Messrs. Ware & Van Brunt, architects, were requested to submit plans, which were formally adopted at the following Commencement. It was also voted that the biographies of the Harvard men who served in the war be printed. Subscriptions were immediately solicited and the College conveyed the land known as the Delta for the site of the new edifice. The corner-stone was laid October 6, 1870, with a prayer by the Rev. Phillips Brooks, addresses by the Hon. J. G. Palfrey, the Hon. William Gray, the Hon. E. R. Hoar, a hymn by Dr. O. W. Holmes, and a benediction by the Rev. Thomas Hill. The dedication ceremonies took place July 23, 1874. The total sum raised was \$305,887.54. Sanders Theatre, to whose erection was devoted the accumulations

from a bequest by Charles Sanders (of the Class of 1802), was completed in 1876, in time to be used for the Commencement exercises of that year. The portraits and busts belonging to the College were placed in Memorial Hall, which has since been used by the Dining Association.



MEMORIAL HALL

The response given by Harvard men to the calls of patriotism and duty during the Civil War can best be illustrated by a simple table in which the number of graduates who enlisted is given in the first column and the number of those who lost their lives in the second:

College	626	95
Medical School	382	15
Law School	163	19
Scientific School	34	6
Divinity School	25	2
Astronomical Observatory .	2	1
	1232	138

As in 1861 there were 4100 and in 1866 about 5000 alumni living, it will be seen that more than twenty-five per cent. supported the maintenance of the Union, in the field. But this percentage would be increased if it were possible to know exactly the number of non-graduates who likewise enlisted. Many of these soldiers of Harvard attained distinction; but it is possible

to mention here only Colonel Robert Gould Shaw, who died leading the charge of his colored troops at Fort Wagner; Colonel Charles Russell Lowell, one of Sheridan's ablest cavalry officers, killed at Cedar Creek; General W. F. Bartlett, often wounded but never willing to retire; and Major-General Francis C. Barlow, the hero of the salient at Spottsylvania.

Thus has the University augmented its resources during the past twenty-seven years. The gifts have been most generous, but as they have for the most part been designed by their donors for especial purposes, the unrestricted means at the disposal of the Corporation have not increased in proportion with the needs. Two curious bequests may be cited to show how unwise are benefactions subject to restriction. In 1716, the Rev. Daniel Williams left an annuity of £60 for the support of two preachers among the "Indians and Blacks," and in 1790, Mrs. Sarah



SANDERS THEATRE

Winslow gave £1367 in support of a minister and schoolmaster in the town of Tyngsborough: the Treasurer of the College is still paying the income from these donations for the benefit of the nondescript Marshpee Indians and for the schooling of the children of Tyngsborough. The great fire in Boston in 1872 seriously affected the revenue of the College, but the deficit caused thereby was made good by a subscription in response to an appeal which President Eliot put forth. The only other untoward event was the burning of the upper part of Hollis Hall in 1876.

It is impossible to specify more particularly the bequests which have enriched Harvard during the past two decades. The income now at the disposal of the College for beneficiary purposes amounts to more than \$70,000 *per annum* — a sum sufficient to warrant the assertion made in the College Catalogue "that good scholars of high character but slender means are very rarely obliged to leave College for want of money." Nor can space be spared to enumerate the

various prizes for essays, speaking, reading, etc., which are annually awarded. Mention should be made, however, of a few matters upon which it would be pleasant to enlarge. In 1870-71 the Corporation negotiated with the Trustees of the Massachusetts Institute of Technology for the consolidation of the Institute with the Scientific Department at Harvard — the united institution to be called the Technological School, and to have its seat in the Institute's building in Boston. After several propositions and much deliberation, however, the two bodies could reach no satisfactory agreement, and the project was abandoned. An account of another scheme — the admission of women to the privileges of the University — will be found on a later page.



CHEMICAL LABORATORY

In 1880, an Act passed the Legislature amending the College Charter so as to allow persons who are not inhabitants of Massachusetts, but who are otherwise qualified, to be eligible as Overseers. This change was due to the fact that in New York there was a large body of alumni who wished to have a representative on the Board of Overseers, and that in several other cities the alumni were already numerous enough to call for recognition. In 1884, an Overseer was elected from Philadelphia; in 1891, Baltimore, and in 1892, Chicago, were added to the list of places outside of Massachusetts having members in the Board. This extension of representation, reflecting as it does the national influence of Harvard, has been accompanied by a movement to secure for graduates of all departments of the University the right to vote for Overseers. The Corporation and Faculty are known to favor this reform, but on three occasions, when a vote has been taken in the Board of Overseers, the conservatives have prevailed. Nevertheless, the obvious injustice of the present rule, which was framed at a time when the Professional Schools

stood on a very different footing, and their graduates had much less valid qualifications than at present, cannot prevail much longer. In 1889, the Legislature passed an Act authorizing the adoption of the Australian ballot in the election of Overseers.



JEFFERSON PHYSICAL LABORATORY

Here it may be well to give a few statistics, from which the remarkable recent expansion of the University can be more clearly seen :

MEMBERSHIP.	1869.	1897.
Undergraduates	563	1754
Graduate Scholars	2	. . .
Resident Graduates	4	279
Divinity School	36	37
Law School	120	475
Scientific School	43	368
School of Mining	9	. . .
Medical School	306	554
Dental School	16	131
Bussey Institution	11
Veterinary Department	52
Non-resident Graduates	16
	1099	3677
University Courses	13	. . .
Summer Schools	624

In 1869, the corps of instructors numbered 84; in 1889, 394, besides 5 preachers, 14 curators and library officers, and 34 proctors and other officers, a total of 434. The College Library in the former year had 121,000 volumes, and the libraries of the other departments, 63,000 volumes; in 1896 the College Library had 345,206 volumes, and 342,996 pamphlets, and the other departments had 128,721 volumes and 36,027 pamphlets.

The University budget for the academic year 1895-96 should also be given, viz.:

	Receipts.	Payments.
University	\$89,436.60	\$128,101.91
College	595,388.59	567,810.73
Library	46,711.19	106,032.40
Divinity School	34,815.55	31,788.64
Law School	89,725.97	65,636.00
Medical School	126,205.14	133,529.62
Dental School	24,316.79	20,428.55
Museum of Comparative Zoölogy	27,767.39	27,532.90
Observatory	48,529.80	48,629.61
Bussey Institution	11,760.76	14,858.83
James Arnold Fund	7,415.13	7,044.37
Arnold Arboretum	7,623.10	12,410.53
School of Veterinary Medicine	25,362.15	27,821.38
Bussey Trust	13,605.35	13,605.35
Price Greenleaf Fund	33,046.11	33,046.11
Gray Fund for Engravings	792.18	1,083.06
Woodland Hill Fund	71.52	3,160.03
Daniel Williams Fund	773.02	741.14
Sarah Winslow Fund	226.19	216.87
Class Funds	185.00	185.00
Huntington F. Wolcott Fund	473.00	427.85
John Witt Randall Fund	1,496.57	3,460.53
Sundry Accounts	26,474.05	17,033.55
	\$1,212,201.15	\$1,264,584.96
		1,212,201.15
Balance		\$52,383.81

The deficit here exhibited was caused by advances made for the completion of the Fogg Art Museum and for alterations in Gore Hall, aggregating over \$50,000.

These striking statistics may serve as a skeleton to show the change in form and size of the University under President Eliot's *régime*; but they must be amplified by some brief statements in order that the character of the change may be clearly understood. It is so common now to talk of the evolution of a College into a University that we are apt to suppose the process easy: Harvard's experience proves that it is very complicated and difficult. New schools and departments cannot thrive if they are artificially joined to the parent institution: they must grow out

of it, as limbs grow from the trunk of a tree, be fed with the same sap, and have the closest organic union with each other and their parent stem, while enjoying each its share of independence.

When President Eliot began his administration in 1869 no such organic relation between the parts existed: nor were the functions of the parent stem — the College, or Academic Department — consistently ordered. One of President Eliot's first efforts was to secure that financial centralization without which scholastic and governmental unity could not be looked for. The Medical School, for instance, had an independent treasury, and its Faculty felt so little responsibility to the Corporation that they were inclined to regard as an intrusion the attendance of the young



THAYER HALL

President at their meetings. "How is it? I should like to ask," said one of our number the other evening, 'that this Faculty has gone on for eighty years managing its own affairs and doing it well, — for the Medical School is the most flourishing department connected with the College, — how is it that we have been going on so well in the same orderly path for eighty years, and now within *three or four months* it is proposed to change all our modes of carrying on the School — it seems very extraordinary, and I should like to know how it happens.' 'I can answer Dr. —'s question very easily,' said the bland, grave young man: 'there is a new President.'"¹ The result was that by 1872 a complete revolution had been wrought in the Medical School: its finances were placed under the charge of the College Treasurer, its course of instruction was remodelled, its arrangement of term time and vacation was made to correspond with that of the College, its custom of conferring degrees in March was abandoned.

¹ Dr. O. W. Holmes to J. L. Motley, April 3, 1870. *Life and Letters of Oliver Wendell Holmes* (1896), ii, 188.

A similar change was operated at the Law School. When President Eliot made his first official visit there Governor Washburn is said to have exclaimed, "Well, I declare! The President of Harvard College in Dane Hall! This is a new sight!" The surprise was not wholly agreeable, for the President's coming foreboded the meddling of the Corporation in the affairs of the School, and that the Law Faculty regarded with doubt if not with jealousy. For they too had been long bred in the notion that the School should be virtually independent and that they knew better than the Corporation how to conduct the study of law. Nevertheless, the new broom did its work, and within a year a new Dean, Professor C. C. Langdell, was busy reorganizing the Law School.

And the same results were achieved, with greater or less speed, in the case of the other Schools and filial departments. Their funds were cared for in a common treasury; their year



HOLYOKE HOUSE

was apportioned by a uniform calendar; the meetings of their various Faculties were presided over by the same President: the various members of the University were, in brief, reduced to a state of healthy coherence.

In the case of the College proper a far more difficult problem confronted the energetic young President. He doubtless had in view both the raising of the standard of study and the extension of scholastic liberty, in order that Harvard graduates might eventually occupy as high a plane of scholarship as that occupied by the graduates of German Universities. But the methods by which such attainments were reached in Germany, were uncongenial to the character and traditions of the American people. In Germany, the University considered its duties fulfilled when it provided lectures and conferred degrees after specific examination. In America, on the contrary, the College was originally but an advanced boarding school or academy, and it

found itself encumbered with almost parental supervision of the morals and health of its students, in addition to its educational work. Harvard was no exception to this general rule, and its dual nature had to be constantly respected in every scheme for scholastic advance. A considerable part of the revenue of the College came from the rental of its dormitories, and this of itself would have been a sufficient reason against attempting to introduce bodily the German system. To accept these conditions, therefore, could not be avoided: having accepted them, to modify and adapt so as to get the high results which foreign universities got through other conditions, became the object of President Eliot and his coadjutors.

One means to this end was the raising of the standard of admission and of academic studies. But this had to be done gradually and with due caution: for too sudden a levelling up,



MATTHEWS HALL

by interrupting the established sequence between the preparatory schools and the College would deprive the College of students, upon whose tuition fees and rents it depended for more than half of its income. Accordingly, the change was effected gradually, announcements being made from time to time that, in a stated year, new requirements for admission would be enforced: and meanwhile the fitting schools could prepare their pupils for the change.

The second lever by which the standard was lifted, was the gradual but unreserved extension of the Elective System. The opponents of this system urged two strong reasons against its adoption. First, they declared that youths in College are not mature enough to choose their studies wisely: and here spoke that old American tradition, already referred to, that a college Faculty stands *in loco parentis* toward its scholars. Secondly, they urged, and with unquestionable truth, that the Elective System is much more expensive than the old system of a restricted,

uniform curriculum for each class. Nevertheless, the Elective System was adopted, at first for Seniors, and then for the lower classes; and ere long it appeared that through it would be attained not only that liberty of study which it was believed undergraduates ought to enjoy, but also that raising of the standard in the higher courses by which it would be possible to confer higher degrees of positive value.

Instead, therefore, of forming a special Faculty to superintend graduate students, with a curriculum of its own, the Governing Boards in 1872, adopted a statute redefining the duties of the Academic Council, to which they entrusted the supervision of candidates for the degrees of Master of Arts, Doctor of Science and Doctor of Philosophy. The Academic Council,



WELD HALL

organized in 1863, consisted of the President and of all Professors, Assistant or Adjunct Professors of the University, thus being representative of the University as a whole. It required that a candidate for the degree of A.M. must pass with high credit four full courses of instruction, of advanced grade, pursued for one academic year. The degree of Ph.D. or of S.D. was conferred on the ground of long study and high attainment in a special branch of learning, manifested not only by examination but by a thesis. Eight departments were open to the candidate for a Ph.D., viz.:—Philology, philosophy, history, political science, mathematics, physics (including chemistry), natural history and music. The candidate for a S.D. degree, must present himself for examination on two subjects or fields of study in the general fields of the mathematical, physical and natural sciences. Candidates for either degree were subjected to a minute examination of their special branches, and their thesis must embody some contribution

to science or some special investigation. No period of study or residence was fixed for either; but in practice, three years have usually been necessary. Between 1873 and 1896 out of 140 persons who received the degree of Ph.D. only 18 took it in two years.

Thus by readapting machinery already existing, and by adding whenever it was necessary to add, suitable means were provided, without the creation of a special Faculty for shaping and guiding what has since come to be known as the Graduate School. Professors could now escape from the routine of courses intended for undergraduates by offering more difficult or more highly specialized courses for a body of advanced students capable of taking them. And although, in the Catalogue at least, the distinction between the two sets of courses was observed, in practice the admission of undergraduates to graduate courses came to depend on the fitness rather than



HASTINGS HALL

on the class of the applicants. How beneficially this change reacted on both Professors and students needs hardly to be pointed out: the former felt the stimulus of being able to devote their best energies to the higher branches of their chosen specialty, and of having to deal with a carefully sifted group of earnest scholars; the latter felt the stimulus of pursuing such courses with men of common interests and equal ability. In this way the Elective System, while breaking down the somewhat artificial lines of Class spirit, has led to the formation of many small groups of men who are held together by intellectual affinity.

In other departments besides the College and the Graduate School a similar overlapping has been encouraged. In 1873, the Corporation voted that students in one department should be admitted free to the instruction in any other. This wise provision had the double effect of bringing the departments themselves into closer relation, and of preventing the unnecessary

reduplication of courses. Furthermore, "It led to the establishment of some courses whose academic domicile, if the term may be used, was completely hidden by the mixed class of students attending them, and it encouraged the establishment of courses for which no single department would have supplied a sufficient audience."¹

In the course of time this interchange or overlapping naturally suggested a complete reorganization of the relations binding the three departments—the College, the Graduate School, and the Scientific School—in which it had almost obliterated the earlier boundaries. Accordingly, in 1890, the separate Faculties of these three departments were abolished, and



PERKINS HALL

they were brought under the single Faculty of Arts and Sciences; and in order to allow this single Faculty to devote its attention to questions of general policy, Administrative Boards were established to deal with the details of discipline, attendance and similar concerns of each. The Administrative Board for Harvard College—the old "Academic Department"—has fifteen members; that of the Scientific School has nine, and that of the Graduate School has eight. A Dean presides over each. But in cases involving either dismissal or expulsion, final action rests with the Faculty of Arts and Sciences. Members of these Boards are nominated by the President, and are appointed by the Corporation with the consent of the Overseers;

¹ C. F. Dunbar, "President Eliot's Administration," *Harvard Graduates Magazine*, ii, 462. Professor Dunbar's article should be read by everyone who wishes to get a view, at once comprehensive and profound, of this important period.

each Faculty is composed of all the Professors, Assistant Professors, Tutors, and of all instructors appointed for a longer term than one year, who teach in the departments under the charge of that Faculty. In this reorganization the Academic Council gave place to a University Council, made up of all the Professors and Assistant Professors of the University, with such other persons as the Corporation may appoint, and having for its purpose the consideration of matters which concern more than one Faculty, or questions of University policy. The usefulness of the University Council has thus far been theoretical rather than practical: but it is well that such a body should exist, if only as a symbol of the common interests and coherence of the various members. Emergencies are conceivable in which it might exercise great weight.



CONANT HALL

Further to co-ordinate the various functions of the University, the Faculty of Arts and Sciences organized twelve standing committees, called Divisions. This step, as President Eliot remarked, confirmed the "tendency to associate for various administrative purposes the teachers of single or cognate subjects, whose common interest it is to develop their respective subjects to the highest possible degree, to seek better and better facilities for teaching them, and to attract as many competent students as possible to the study of them. Some of these Divisions of the Faculty by subject are already nearly as large as the whole College Faculty was thirty years ago. . . . The importance of this organization will be obvious when it is observed that Harvard University has distinctly rejected, in its Department of Arts and Sciences, the policy of establishing distinct schools such as many other American Universities have founded — as for example, a School of Finance, a School of Political Science, or a School of Philosophy. The University proposes to have but one comprehensive Faculty of Arts and Sciences, and to

care for the interests of the separate departments of learning within this Faculty by means of this new organization of Divisions."¹ The twelve Divisions are Semitic Languages and History; Ancient Languages, with two Departments (Indo-Iranian, and The Classics); Modern Languages, with five Departments (English, German, French, Italian and Spanish, Germanic and Romance Philology); Philosophy; History and Political Science, with two Departments (History and Government, Political Economy); Fine Arts; Music; Pure and Applied Mathematics, with two Departments (Mathematics, Engineering); Physics; Chemistry; Natural History, with four Departments (Botany, Zoölogy, Geology, Mineralogy and Petrography); American Archæology and Ethnology. Each Division enjoys almost complete self-government, and its recommendation of candidates for instructorships is usually concurred in by the Corporation. In 1868-69 the whole College Faculty numbered only twenty-three; in 1896-97 the Department of English alone had twenty-two members.

These changes of 1890, representing as they did the results of twenty years of tentative transformation, point to still others which have not yet matured. From one point of view their cardinal significance appears from the fact that they indicate the change of Harvard College itself from its position of supremacy to a position of equality, if not of inferiority, in relation to its Professional Schools. Once, to be a "Harvard man" meant to belong to one of the undergraduate classes or to have received a Bachelor's degree at Harvard. Members or graduates of the Professional Schools were not regarded as more than aliens who had taken out naturalization papers but could never hope to vie in genuineness with natives. Socially, this distinction still holds; and even officially, so far as concerns the right to vote for Overseers, it still holds. But for several years past the number of undergraduates in the College proper has fallen considerably short of half of the students in the University: thus in 1897 the College had only 1754 out of 3677 students. For a long time to come the College will unquestionably be the backbone or very core of the University, retaining its large prestige after its numerical importance in comparison with the other departments has waned; but nothing is clearer than that this pushing forward of the schools is the inevitable outcome of the work of the past thirty years, which has had for its object the establishment of a University standard at Harvard. Even now, there are Professors not a few who would be glad to see what remains of the College abolished, if they could thereby bring about the abolition of all elementary teaching and could welcome only advanced students to higher courses of study.

One difficulty which the raising of the standard has created deserves to be considered. As the requirements for admission to Harvard College were stiffened, more work had to be done in the preparatory schools, and consequently the age of students at entering rose very rapidly. Fifty years ago the average age of a class at graduation was about twenty, and it was by no means unusual for bright fellows to graduate at eighteen. But the average age of recent classes has been over twenty-three years.² If a student taking his A.B. at this age intends to pursue a profession he must spend at least three years longer in the Law or Medical or Graduate School, and can hardly hope to be self-supporting before he is twenty-seven or twenty-eight years old. By 1885 this matter began to give concern, and two years later the Faculty received from the Corporation a request to consider the expediency of a reduction of

¹ President's Report, 1890-91, p. 11.

² For 1891 it was 23 yrs. 1.2 mos.; for 1892, 23 yrs. 2.07 mos.; for 1893, 23 yrs. 0.01 mo.; for 1894, 23 yrs. 3.1 mos.

the College course, with a view to lowering the average age at which Bachelors of Arts could enter the Professional Schools. The more radical innovators proposed to reduce the academic course to three years; others, who held the middle ground, suggested that the degree of A.B. be conferred on any candidate who should satisfactorily pass examinations in sixteen three-hour courses, irrespective of the length of his residence at the College; the conservatives held out for the maintenance of the full four years, and insisted that it was the first business of the College to make its A.B. degree represent a liberal education, irrespective of the subsequent intentions of its students. More than half the Bachelors of Arts went directly into business; it was therefore more important to give them as much academic training as possible, than to cheapen the value of the A.B. degree for the sake of the minority who intended to study a profession. The Faculty, on March 26, 1890, voted in favor of the middle ground propositions, by which students were to be allowed to anticipate some courses and to graduate when they had passed the required sixteen courses. But the Board of Overseers failed to concur. The question was redebated in the Faculty, where the conservatives gained in strength, and finally, on April 8, 1891, the Overseers shelved further discussion by an overwhelming vote against shortening the course.

Since that date both the Law and Medical Schools have advanced their admission requirements in order to exclude all candidates from entering except those who have already taken the A.B. degree or its equivalent. Consequently, previous academic training cannot be dispensed with by prospective lawyers and physicians. But a way has been found by the College for practically shortening the time of preparation of such students as cannot afford to spend four years in the Academic Department. As soon as they have passed the full number of courses there, they are allowed to enter the higher school, but they do not receive their A.B. diploma until the Class to which they belonged graduates. By this arrangement it is possible for competent students to complete their Academic and Professional work in six or seven years.

One of the objections raised against the Elective System by its early antagonists was its costliness. This is illustrated by a comparison of the staff of teachers in 1868-69 with that of 1896-97. In the former year the Academic Department and Scientific School had 35 teachers and 575 students; this year the teachers' force under the Faculty of Arts and Sciences numbers 219 and the students number 2417. In other words there is now one teacher for every eleven students, whereas the old system required only one teacher for every 16.4 students. In order to maintain this large teaching force, the practice is to have many instructors and assistants appointed from year to year as the revenue permits. Thus a sudden increase in the number of students in any department can be met by a proportional increase in teachers; or if there is a falling off of students there is a corresponding decrease in appointees for the next year. This elastic method allows the immediate application of funds to instruction, precludes the possibility of a large deficit, and does not borrow from the future to pay the bills of the present.

The personnel of the teaching force has changed not only in numbers but in several striking characteristics during the last generation. Of the twenty-three members of the College Faculty in 1869 only two were not graduates of Harvard; in 1897 one-third of the Faculty of Arts and Sciences comprises non-Harvard men, among whom are graduates of more than a dozen American and foreign Universities. Hence comes a healthy cosmopolitanism, and the assurance that the conduct of each department will reflect experience gained in different

fields. The age of the teachers has also kept pace to the increased maturity of the students. Formerly, Professors were often appointed before they had reached thirty. F. J. Child was a Professor at twenty-six, Edward Everett at twenty-one, and H. W. Longfellow at twenty-nine: appointees to Professorships under thirty-five are now very rare, and those under forty are an exception.

Of President Eliot, who has directed this momentous change in Harvard University, something may be said, although it will be for the next generation, and not for his contemporaries, to estimate dispassionately his achievements and character. He was only thirty-five when he was chosen President. He was a layman. He was distinctly of a scientific rather than of a literary temperament. He had already made a careful study of higher education in America



PRESIDENT'S HOUSE

and in Europe. All these facts had direct bearing on the impulse he gave to progress at Harvard. He very quickly became conversant with even the smallest details of each Department and School. He maintained his influence over the eight or nine Faculties in which he presided, "not so much by official position," says Professor Dunbar, "as by his thorough knowledge of the business of every department and by his keen interest in every detail. A strong physique, great enjoyment of labor, and an equable temperament have been the conditions which have made incessant activity possible." Although he has popularly been regarded as a sort of wise autocrat, and the Faculties as bodies which existed chiefly to register and carry out his suggestions, the truth is that what he has accomplished has been, in almost every case, accomplished after long antagonism. University Faculties are by nature conservative and timid, conscientious, critical and slow. And the Harvard Faculties have adopted the reforms urged upon them by their innovating President and his coadjutors, only after long discussion and gradual conviction. It is one of President Eliot's most

remarkable characteristics that, in spite of his extraordinary vigor and commanding personality, he has always trusted to persuasion and not to coercion. No other Harvard President ever equalled him in executive ability; no other ever stood so conspicuously above his contemporaries in the field of education: and yet no other has shown more patience to wait till academic public opinion should mature to his side. He has held unwaveringly a policy of publicity, letting the defects as well as the improvements and needs of the College be known from year to year, and thereby winning the confidence of the alumni in his good faith, even when they disagreed with his particular plans.

Every advance, which every one now points to as another evidence of Harvard's primacy, has been won at the expense of a minority who might be outvoted but could not be convinced. The questions in debate have been many, they have often been fundamental, and were not always to be settled without leaving regrets, or coldness, or scars behind them. But in general, it must be said, the defeated have acquiesced manfully, or have even come to admit that the measures which prevailed have been justified by subsequent experience.

Most fortunately for the University, the period of transition has been bridged by a single administration. Frequent changes of leaders are always a source of weakness, but never more so than when outer conditions themselves are in confusion. President Eliot's long term of service has assured continuity to a great policy. It has also permitted him personally to enjoy at last that approbation which comes with success, but which, had he died midway in his career, would have been less generally accorded to him. Now, at an age when men who have wrought great things usually slacken pace, he is still more active than any of his younger colleagues. "Eliot growing old!" said a Phi Beta Kappa speaker lately, "why he has kept us all on the dead run for twenty-five years, and we haven't caught up yet." "He comes to me for my money and my advice," wittily remarked one of Harvard's unstinted benefactors, "and, like the two women in Scripture, the one is taken and the other is left." That he has earned the title of the Great President is as unquestionable as that he has, more than any other individual, stamped his genius on American education.

CHAPTER VI

THE PROFESSIONAL SCHOOLS

I.—THE MEDICAL SCHOOL

IN the year 1780, Drs. Samuel Danforth, Isaac Rand, Thomas Kast, John Warren and some others formed an association called "The Boston Medical Society." On November 3, 1781, this Society voted, "that Dr. John Warren be desired to demonstrate a course of Anatomical Lectures the ensuing Winter." Dr. Warren was the younger brother of Joseph Warren who fell at the battle of Bunker Hill. His course was popular, and led President Willard, and some of the Fellows of Harvard, who had attended his lectures, to discuss the organization of a Medical School to be attached to the College. Dr. Warren drew up a scheme, which was placed before the Corporation September 19, 1782. Twenty-two articles were adopted, among which was one establishing "a Professorship of Anatomy and Surgery; a Professorship of the

Theory and Practice of Physic; and a Professorship of Chemistry and *Materia Medica*." It was further required that each Professor should be a "Master of Arts, or graduated Bachelor or Doctor of Physic; of the Christian Religion and of strict morals." The first Professors were Dr. John Warren (Anatomy and Surgery), Dr. Aaron Dexter (Chemistry and *Materia Medica*) and Dr. Benjamin Waterhouse (Theory and Practice of Medicine). They lectured in Cambridge in 1783; a few medical students, and such Seniors as had obtained their parents' consent, attended. Three years of study, involving attendance on two courses of lectures — which was reduced in some cases, to attendance on one course, the longest being only four months — were required of those who presented themselves as candidates for a degree. Students who were not graduates of the College had to pass a preliminary examination in the Latin Language and in Natural Philosophy. The degree of Bachelor of Medicine was first conferred in 1785; that of M.D. in 1788, upon John Fleet.

The facilities for instruction were of the scantiest: one anatomical specimen; only such clinical cases as were offered by the private patients of the Professors; merely elementary chemical apparatus. And yet, thanks to the skill and energy of Dr. Warren and his two coadjutors, the School, despite its barren beginnings, slowly grew. Dr. Waterhouse deserves to be remembered not only for his lectures, but also for establishing a Botanical Garden at Cambridge; for procuring the first collection of minerals, and for introducing the practice of vaccination into this country. The graduates during the first twenty years were few — sometimes only one or two a year. In 1806, Dr. John Collins Warren was appointed Assistant Professor of Anatomy and Surgery, under his father; three years later, Dr. John Gorham was appointed Adjunct Professor of Chemistry and *Materia Medica*. In the latter year Dr. J. C. Warren opened a room for the study of Practical Anatomy, at No. 49 Marlborough Street, (now Washington Street) Boston, and in the autumn of 1810 the first course of lectures to members of the Harvard Medical School was given at that place in Boston. Furthermore, in 1810, Dr. James Jackson was appointed Lecturer on Clinical Medicine; he succeeded to Dr. Waterhouse's Professorship in 1812, and gave his students clinical instruction by taking them with him on his visits to the patients at the almshouse.

In 1813, thirteen diplomas were conferred, and the need of a special building was so urgent that a grant therefor was obtained from the Legislature. In 1816, this building — a plain-two-story edifice with an attic — was opened in Mason Street, under the name of the "Massachusetts Medical College." In 1821, the Massachusetts General Hospital was opened in Allen Street, largely through the efforts of the Medical School Professors, who thus secured ample material for study. In 1815, Dr. J. C. Warren succeeded his father as Professor of Anatomy and Surgery, and Dr. Walter Channing was appointed Professor of Obstetrics and Medical Jurisprudence. Dr. Warren held his position for thirty-two years, until his resignation, in 1847, holding the highest rank among the New England surgeons of his time, and contributing by his learning and enthusiasm to the steady growth of the School, to which he bequeathed a valuable anatomical collection. In 1831, the Faculty of the Medical School, distinct from that of the College, was organized. Assistant Professorships and lectureships had to be added from time to time to meet the increased demands, and in 1847, Dr. George C. Shattuck endowed a chair of Pathological Anatomy. The preceding year, the old building on Mason Street had been sold to the Boston Natural History Society, and a larger building was erected in North Grove Street, on land given for that purpose by Dr. George Parkman. The chemical laboratory, affording room for 138 students, occupied the basement of this new building; the physiological and micro-

scopic laboratories were in the attic, and the other stories were devoted to rooms for lectures and demonstrations.

The standard of the School has been steadily raised. At first, as we have seen, a student was required to attend only one or two courses of a maximum duration of four months during three years. Then, down to 1859, he was expected to attend two winter terms of four months, and to produce a certificate from some physician that he had studied under him during the rest of the required three years. In 1859, the Winter Course was supplemented by a Summer Course. During the next dozen years a better, but still an imperfect curriculum was adopted. The student was "expected to attend 'two courses of lectures,' taking tickets for all the



MEDICAL SCHOOL

branches, and being, of course, expected to attend daily five, six, or more lectures on as many different subjects, inasmuch as he had paid for them as being all of equal importance to him. In addition to this, he was expected to devote a considerable portion of his time to practical anatomy, if not to other special work in the laboratories of different branches. It was a great feast of many courses to which the student was invited, but they were all set on at once, which was not the best arrangement either for mental appetite or digestion."¹ In 1871, however, a reform was made, the essential provisions of which still obtain. "The whole academic year is now devoted to medical instruction. It is divided into two terms, the first beginning in September and ending in February; the second, after a recess of a week, extending from February to the last part of June. Each of these terms is more than the equivalent of the former winter term. The most essential change of all is that the instruction is made progressive, the students being divided into three classes, taking up the different branches in their natural

¹ Dr. O. W. Holmes, in *The Harvard Book*, i, 248.

succession, and passing through the entire range of their medical studies in due order, in place of having the whole load of knowledge upset at once upon them. Practical instructions in the various laboratories have been either substituted for, or added to, the didactic lectures, and attendance upon them is expected of the student as much as on the lectures."¹ In the autumn of 1874, students were arranged according to their proficiency, in three classes, and no one was allowed to pass from a lower to a higher class without having been successful in a majority of his courses. The mid-year examinations were abandoned in 1876, as in most of the other departments of the University, the practice grew of requiring students to make reports on special researches of their own, these reports serving, with the formal examinations, as a guide to their ability. Since 1877 those candidates for the Medical School who have not already a Bachelor's degree, have been obliged to pass an entrance examination.

The stricter requirements, the more difficult course, and the raising of the tuition fee to \$200, (there is also a matriculation fee of five dollars, and a graduation fee of thirty dollars) prevented the membership of the School from increasing rapidly. But the value of first-rate training in this profession — which has made greater advances than any other during the past half-century — was gradually recognized, and the slow but healthy growth in membership called for more room and greater facilities. On October 17, 1883, a new School building on the corner of Boylston and Exeter Streets, Boston, was dedicated: it cost, exclusive of its site, about \$240,000. In 1880 an extra year was added to the regular course, but students were not required to take it. Between 1881 and 1887, 487 degrees were conferred. In 1888, the Elective System was partially introduced, and the experiment proved successful. Summer courses, chiefly clinical in character, were also added, and have been largely attended. In 1890, laboratories for bacteriology and pathology, costing \$35,000, the gift of Dr. H. F. Sears, of the Class of 1883, were erected, and they have furnished means for the necessary instruction of the students, as well as for important original investigations. Thus, as a result of the experiments conducted in the Bacteriological Laboratory by Prof. H. C. Ernst, the Health Department of the City of Boston adopted, in 1895, antitoxin in the treatment of diphtheria. In 1892, the Faculty of the Medical School extended the ordinary course of study to four years, but they still permitted qualified students to receive their degree in three years; and the following year they stiffened the requirements for admission, by announcing that in and after June 1896, all candidates must present either French or German. Other provisions for raising the standard have been gradually insisted upon, and after the year 1900 the Medical School will become a graduate school, admitting no candidates who have not already received a degree in Arts, Literature, Philosophy, Science or Medicine, with the exception of persons of suitable age and attainments who may be admitted by a special vote of the Faculty in each case. The gift by Mr. George F. Fabyan of \$100,000, to establish a Professorship of Comparative Pathology (1896), opened a new and important avenue to original research. In 1894, the Faculty voted to admit women to certain lectures intended for graduates: but this was not intended to infringe on the School's traditional opposition to co-education. The endowment of the School was only \$40,000, in 1869; in 1897 it amounts to about \$525,000. The Warren Anatomical Museum, founded by the elder Dr. J. C. Warren, contains over nine thousand specimens, to which a card catalogue gives easy access. The receipts of the School for the year ending July 31, 1896, were \$126,205.14; the payments, including about \$3,700 for scholarships, were \$133,529.62. The

¹ Dr. O. W. Holmes, in *The Harvard Book*, i, 248.

hospitals in and near Boston furnish students of the School with abundant clinical material. In 1893, Dr. H. P. Bowditch, who had been Dean for ten years, resigned, and was succeeded by Dr. W. L. Richardson. The students number 554, the Faculty and assistants, 101 (1897).

II. THE LAW SCHOOL

In 1815, a Professorship of Law was endowed by a bequest from Isaac Royall, its incumbent being required to give a course of lectures to the Seniors. In 1817, the University established a Law Department, the only Professor being the Hon. Asahel Stearns. In 1829 Nathan Dane endowed another chair, which was filled by the Hon. Joseph Story, and, in



DANE HALL — OLD LAW SCHOOL

1832, the same benefactor gave a Hall, called by his name, to the University. Previous to the erection of this, the Old Law School, the quarters of the School had been in what is now College House. In 1829-30 there were thirty-two students; thirty years later there were 152. But the instruction was irregular and unsatisfactory, although among the instructors were men of ability. There was neither an entrance nor a final examination. The course, nominally of two years, really permitted the student to acquire no more than he could have acquired in one year's systematic study. This disorderly condition lasted until 1870, when radical reforms were introduced, through the co-operation of the new Dean, Professor C. C. Langdell. Residence during the Academic year was made obligatory; diplomas were conferred on only those candidates who had passed a satisfactory examination; the tuition fee was raised from \$100 to \$150; but no entrance examination was yet required. In 1877, the standard of the School was again raised, by extending the course from two to

three years, and in that year entrance examinations were established, the candidate being examined in Cæsar, Cicero, Virgil, and in Blackstone's *Commentaries*.

Once fairly embarked in the work of requiring the best material at the Law School, Dean Langdell and his colleagues never flagged. They had two means in view by which to accomplish this end. First, they proposed to make the Law School a graduate school, in the sense that students who presented themselves for admission must have already taken the degree of Bachelor of Arts, of Literature, of Philosophy, or of Science at some recognized College, or must be qualified to enter the Senior Class at Harvard College. Secondly, they proposed to insist on a three years' course as indispensable for candidates for the degree of LL.B. Both of these ends have been carried out, the Class which entered in June 1896, being the first which presented Bachelors' diplomas. Nevertheless, so high is the reputation of the School, its attendance has increased in an almost unbroken sequence. In 1897, the School



AUSTIN HALL — LAW SCHOOL

numbered 475 students, of whom 399 were graduates of 80 different colleges, 17 were Harvard College Seniors, and the remainder were special students, or non-graduates who had entered the Law School previous to the enforcement of the new rule. Special students having proper qualifications are still admitted, and if they pursue a three years' course and attain a prescribed rank, they become alumni of the School.

Undoubtedly, the chief credit for the expansion of the Law School is due to its Dean, Professor C. C. Langdell, who, in addition to promoting the policy above out-lined, introduced the "case method" of studying law. Before him, the opinion prevailed that only lawyers who were or had been in active practice were competent to train prospective lawyers. By the "case method," the Professor lectures on the theory of whatever legal subject may be under consideration, and the students work up the cases themselves. Thus law material is

treated in a fashion similar to that in which chemical or other scientific material is treated in the laboratories. Professor Langdell's own statement should be quoted. It is as follows:—

“It was indispensable to establish at least two things: first, that law is a science; secondly, that all the available materials of that science are contained in printed books. If law be not a science, a University will best consult its own dignity in declining to teach it. If it be not a science, it is a species of handicraft, and may best be learned by serving an apprenticeship to one who practises it. If it be a science, it will scarcely be disputed that it is one of the greatest and most difficult of sciences, and that it needs all the light that



GRADUATING CLASS, LAW SCHOOL

the most enlightened seat of learning can throw upon it. Again, law can only be learned and taught in a University by means of printed books. If, therefore, there are other and better means of teaching and learning law than printed books, or if printed books can only be used to best advantage in connection with other means,—for instance, the work of a lawyer's office, or attendance upon the proceedings of Courts of Justice,—it must be confessed that such means cannot be provided by a University. But if printed books are the ultimate sources of all legal knowledge; if every student who would obtain any mastery over law as a science must resort to these ultimate sources; and if the only assistance which it is possible for the learner to receive is such as can be afforded by teachers who have travelled the same road before him—then a university, and a university alone, can furnish every possible facility for teaching and learning law. I wish to emphasize the fact that a

teacher of law should be a person who accompanies his pupils on a road which is new to them, but with which he is well acquainted from having often travelled it before. What qualifies a person, therefore, to teach law is not experience in the work of a lawyer's office, not experience in dealing with men, not experience in the trial or argument of cases,—not experience, in short, in using law, but experience in learning law; not the experience of the Roman advocate or of the Roman prætor, still less of the Roman procurator, but the experience of the Roman juris-consult.”¹

Professor Langdell's system, after having been successfully tested and found good at Harvard, has been adopted in other American law schools, and Englishmen of eminence have declared that it ought to be followed at Oxford.² In order to provide adequate material for scientific study, Professor Langdell took care from the start to enrich the Harvard Law School Library. On September 1, 1896, it contained 38,000 volumes and 4300 pamphlets, \$6000 a year having been expended on it during the previous six years. In 1895, the Harvard Law School Alumni Association, (founded in 1886) celebrated the completion of Mr. Langdell's twenty-five years of service as Dean, by an oration, delivered in Sanders Theatre by Sir Frederick Pollock, the distinguished English jurist, and by a banquet in the Hemenway Gymnasium. The Association has contributed in many ways to further the interests of the School, and now (1897) has a membership of 1000. In 1883, the present building of the School, Austin Hall, was built at a cost of \$154,000 given by Edwin Austin, of Boston. H. H. Richardson, of the Class of 1859, designed it. Recently, some minor alterations in the building, have increased the capacity of the book-stack and added a small lecture-room. In 1890, the Law School began the publication of a Quinquennial Catalogue, containing the names of all students who have ever been enrolled in the School; the Alumni Association has defrayed in part the cost of its publication. Since 1887, the students have published the “Harvard Law Review” (monthly, during term time), whose “contributions to the history and science of our law,” says Sir Frederick Pollock, “have been of the utmost value.” The students have likewise maintained several law clubs, a moot court, etc., from which they have derived great profit. In 1896, the receipts of the Law School were \$89,725.97 and the expenditures \$65,630: in the latter being included \$2,350 for scholarships. Twenty-seven different courses of lectures are set down in the Catalogue for 1897.

III. THE DIVINITY SCHOOL

The writer of “New England's First Fruits,” which was published in 1643 and contains the earliest detailed account of Harvard College, says: “After God had carried us safe to New England, and we had builded our houses, provided necessaries for our livelihood, reared convenient places for God's worship, and settled the civil government; one of the next things we longed for and looked after, was to advance learning and perpetuate it to Posterity: dreading to leave an illiterate Ministry to our Churches when our present Ministers shall lie in the Dust.” From this point of view, Harvard was literally a divinity school from its foundation. In our survey of the corporate growth of the institution, we have seen how closely during the colonial and provincial periods the progress and government of Harvard was involved in the religious affairs of Massachusetts. In the Puritan Theocracy, the minister

¹ 250th Anniversary of Harvard University, p. 85.

² See, for instance, *Harvard College by an Oxonian*. G. Birkbeck Hill (New York, 1894), p. 264.

naturally held a commanding position, and down to the end of the eighteenth century the instruction given by Harvard formed the regular preparation for the ministry.

The gradual rise in importance of polite learning for its own sake, or as fitting for business and professional life, inevitably deprived theology of its ascendancy. The breaking up of the old Presbyterian body into denominations of various shades of belief, and the increase in the membership and influence of other churches, hastened the deposition of the old system. Early in the nineteenth century, the Radical or most liberal portion of the orthodox sect passed rapidly over to Unitarianism, many of the leaders in the movement, including William Ellery Channing himself, being Harvard men. Harvard College thus became the stronghold of the Unitarians. In 1815, the proposal was made to establish a separate Divinity



DIVINITY HALL

School at the College. Four years later the School was organized, and in 1826, Divinity Hall was built, through the efforts of the Society for the Promotion of Theological Education in Harvard University. During more than a generation the Divinity School educated most of the eminent propagators of Unitarianism. Here William Henry Furness, Ezra Stiles Gannett, Frederick Henry Hedge, Ephraim and Andrew P. Peabody, James Freeman Clarke, Chandler Robbins, Cyrus A. Bartol, Theodore Parker, George E. Ellis, John Weiss, Henry W. Bellows, O. B. Frothingham and Samuel Longfellow drew in a Liberal Theology, which they carried hence to many congregations. When, however, the first enthusiastic wave of Unitarianism was spent, the Divinity School began to decline. From 1860 to 1869 inclusive it graduated only 55 students; from 1870 to 1879, it graduated only 63. In 1879, a subscription was raised to provide for a more extensive curriculum, without which the institution seemed in danger of collapsing. Since that time the School has more than regained its prestige. It has

wholly freed itself from exclusive Unitarianism and from all sectarianism whatsoever, and has for its object the imparting of the best instruction in theology, in Biblical history and criticism, in homiletics and in whatever other knowledge belongs to the equipment of preachers and pastors.¹ Its students are free to elect such courses in the College proper as bear directly or remotely on their main topic, and College students similarly elect courses primarily intended for members of the Divinity School. In 1897, to illustrate the prevailing non-sectarianism, the Faculty of the School has representatives of the Unitarian, Presbyterian, Congregational, and Baptist churches. Beginning in 1875, the School conferred on its graduates the degree of S.T.B., more recently changed to D.B.

The usual course for candidates for this degree covers three years. The annual tuition fee has been fifty dollars since 1859, but beginning with the autumn of 1897 it has been \$150,



DIVINITY LIBRARY

like that charged in the College and Scientific School. Only after long deliberation did the Faculty of the School decide to make this advance, yet so long ago as 1889 President Eliot pointed out that it was necessary, in order to attract the best sort of men.

"The Protestant ministry," he said in his report for that year, "will never be put on a thoroughly respectable footing in modern society until the friar or mendicant element is completely eliminated from it. There are no good reasons why Protestant students of theology should be taught, fed and lodged gratuitously; students of law, of medicine or of the liberal arts are not." In 1892, the School received a bequest of \$30,000 from the Rev. Frederick Frothing-

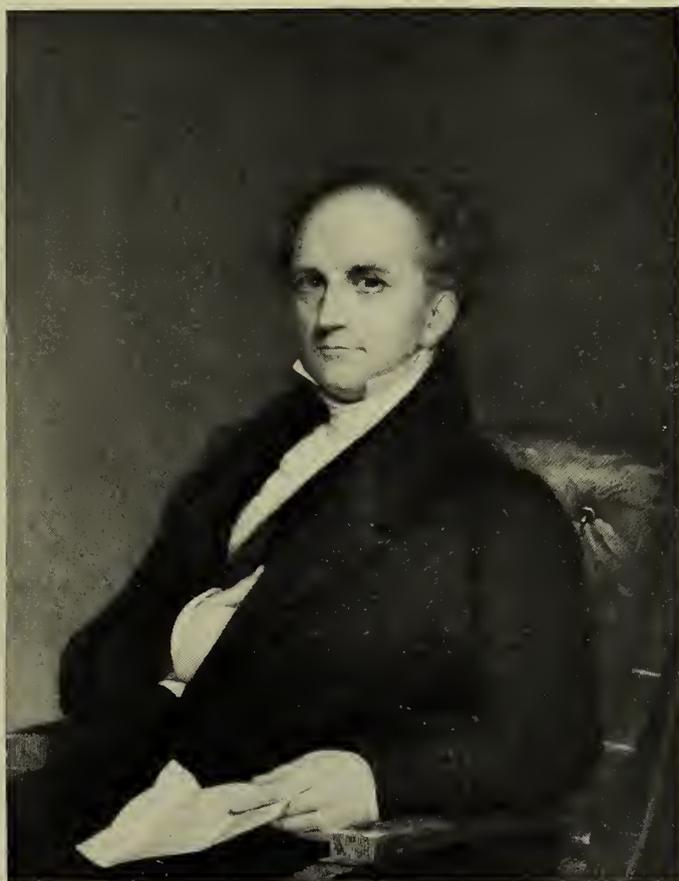
¹ The Constitution of the School prescribes that "every encouragement be given to the serious, impartial and unbiassed investigation of Christian truth, and that no assent to the peculiarities of any denomination of Christians shall be required either of the instructors or students."

ham, of the Class of 1849, for a Professorship in Ecclesiastical History. In 1887, the Divinity School Library, costing about \$40,000, and furnishing besides a book-stack, a faculty-room and three lecture-rooms, was built. Nearly 28,000 volumes and 5600 pamphlets form the Library. The endowment of the School, on July 31, 1896, amounted to \$448,488.14; its receipts were \$34,815.55, and its payments \$31,788.64. The alumni of the School have an Association, which holds an annual reunion, and a Catalogue of all persons who have studied in the School is now in course of preparation. Thirty-seven students are in attendance at the School this year.

IV. THE LAWRENCE SCIENTIFIC SCHOOL

In 1847, Abbott Lawrence gave \$50,000 to found a school for training prospective engineers, inventors, miners, machinists and mechanics. In a letter to the Corporation he pointed out that many institutions for the learned profew in which the apand invention to in-
 "I believe the time said, " when we effort to diversify our people, and their strong men-resources through-
 And he specified
 (2) Mining in its including Metal-
 Invention and Machinery, as the tical branches to education should

Accordingly, immediately de-tion of a building, to the creation of Civil Engineering. further assistance 1855, when he be-to the School for For many years



ABBOTT LAWRENCE

while there were for preparing men fessions, there were plication of science dustry was taught. has arrived," he should make an the occupations of develop more fully tal and physical out the Union."
 (1) Engineering, extended sense, lurgy, and (3) the Manufacture of three great prac-which a scientific be applied.
 half of his gift was voted to the erec-and the other half a Professorship of Mr. Lawrence gave until his death, in queathed \$50,000 general purposes. after its founda-

tion, the boundaries of the courses offered by the School were not closely defined: thus Louis Agassiz was from the first its Professor of Zoölogy and Geology, subjects which, except in so far as a knowledge of geology is necessary for the mining engineer, seem remote from Mr. Lawrence's central purpose. On the other hand, such subjects as Mathematics, Physics and Chemistry, indispensable alike to the metallurgist and the engineer, were already taught in the College. After the founding of the University Museum, the Zoölogical and

allied branches were very properly centred there. Thus it fell out that the student at the Scientific School got a considerable part of his instruction outside of the School itself; and this unquestionably tended to deprive the School of homogeneous organization. Nor was this tendency lessened when Samuel Hooper, M. C., gave money to found the Hooper School of Mining and Practical Geology, which existed as an independent part of the Scientific School from 1865 to 1875, when it was finally merged in the larger institution, and the Sturgis-Hooper Professorship of Geology was continued as a separate chair. In 1872, John B. Barringer left \$35,000 to encourage the study of Chemistry. But the Scientific School failed to grow. Between 1870 and 1879 inclusive it graduated only thirty-eight men; in the next decade (1880-89) its graduates numbered only eighteen. Extinction from inanition seemed inevi-



LAWRENCE SCIENTIFIC SCHOOL

table. But in 1885, W. S. Chaplin was appointed Dean and new life began to flow into the organization of the School. Engineering, which recent economic advance had made one of the most important of the technical professions, was given proper prominence, by the announcement of several new courses, to supplement which necessary apparatus was added as rapidly as possible. Good results were soon shown. From fourteen students in 1886 the attendance has increased to three hundred and sixty-eight in 1896-97; and at Commencement, 1896, the degree of S.B. was conferred on twenty-nine candidates. By raising the admission requirements, the School has taken the surest means for securing a body of students qualified to make the best use of the high class of instruction which it now offers. Under the general revision of 1890, it is a member of the Faculty of Arts and Sciences, with an Administrative Board of its own. Already, it has in view a further advance in admission requirements to equal those of Harvard College. The courses of

study in the School are divided into eleven departments, viz.: Civil Engineering; Electrical Engineering; Mechanical Engineering; Mining and Metallurgy; Architecture; Chemistry; Geology; Botany and Zoölogy; General Science; Science for Teachers; Anatomy, Physiology, and Physical Training. The School building was enlarged in 1891; subsequently, it has been furnished with new workshops; and a part of the Old Society Building has been given up to its Department of Architecture. But the present accommodations are wholly inadequate. A laboratory for mining engineering, and buildings for engineering and for architecture are needed at once.



DENTAL SCHOOL

No notice of the Scientific School should close without reference to the men of distinction whom it trained in its earlier years: though few in numbers, their quality was indisputably high. The first class to graduate, that of 1851, contained Joseph Le Conte, John D. Runkle and David A. Wells. In 1857, it graduated Alexander Agassiz; in 1858, Simon Newcomb; in 1860, D. C. Eaton; in 1861, J. W. Langley; in 1862, Alpheus Hyatt, S. H. Scudder, N. S. Shaler, A. E. Verrill and B. G. Wilder; in 1865, E. C. Pickering and John Trowbridge.

V. THE DENTAL SCHOOL

The Dental School sprang into a tentative existence in 1867, and two years later conferred on the first graduating class of six its degree of Doctor of Dental Medicine.¹ From 1870 to 1883, it occupied quarters at No. 50 Allen Street, Boston: then, it moved

¹ Dr. O. W. Holmes is said to have suggested the title of this diploma (D.M.D.).

into the old Medical School building on North Grove Street. The requirements for admission and the standard of education in the School itself have been gradually raised, so that now a candidate for admission must be a College graduate or he must pass an examination in English, Physics, Latin or French, and one other subject. The curriculum covers three years, the first year's courses being pursued in connection with the classes of the Medical School. During the second and third years students concentrate their attention on Dentistry. The Dental Hospital affords, with its free clinics, such abundant material that each student has 480 hours a year of practice in Operative Dentistry. In the mechanical department each student's practice amounts to 576 hours a year. The Scope of Dentistry, as defined by the School, includes the treatment of cleft palate, fractured jaws, hare lip and diseased noses. The School has a Museum of over 3000 specimens;



VETERINARY SCHOOL

its fees are \$200 for the first year, \$150 each for the second and third years, and \$50 for a student taking graduate courses. During four weeks in July and August, summer courses are conducted. The School has, in 1897, 131 students; its receipts were \$24,316.79 and its payments were \$20,428.55 last year.

VI. THE VETERINARY SCHOOL

The School of Veterinary Medicine, founded in 1883, is situated at 50 Village Street, Boston. The School building has on the ground floor a large operating-room, five box stalls and six ordinary stalls. On the second floor are twelve boxes and stalls, a room with about twenty kennels for dogs, a pharmacy and an instrument room. The Assistant and House Surgeons occupy the third story. In the basement are a shoeing forge and a boiler-room. Adjoining this building is another, on Lucas Street, the lower floor of which is devoted to hospital uses, the second to a lecture-room, the third to

a dissection-room and a reading-room, the fourth to a museum and Surgeons' quarters. On February 12, 1896, a free clinic or charity hospital was opened in still another building, at Nos. 255 and 257 Northampton Street, and 1672 animals there received attention during the first seven months it was in operation. At the hospital for paying animals 2283 cases were treated last year. Although the sense of the public has been greatly quickened during the past generation to prevent or punish cruelty to animals, the importance of such an institution as the Veterinary School has not yet been sufficiently recognized for it to receive an adequate endowment. In the accounts of the College Treasurer, therefore, the School shows regularly a deficit. Nevertheless, the attendance of students has steadily increased, reaching 52 in the present year. The instruction covers a three years' curriculum, at the end of which the degree of Doctor of Veterinary Medicine is conferred on stu-



FAY HOUSE — RADCLIFFE COLLEGE

dents who pass satisfactory examinations. In 1896, thirteen received this degree. In his most recent Annual Report, President Eliot announces that "the time has come to attempt a reconstruction of the School upon a larger plan, with at least two endowed Professorships and a building to contain laboratories, store-rooms, and lecture-rooms. The veterinary would naturally form an important branch of a department of comparative medicine."

VII. RADCLIFFE COLLEGE

Nearly thirty years ago the advocates of the higher education of women began to urge Harvard College to admit women to its privileges. In 1869, one woman asked to be enrolled in the Divinity School and another in the Scientific School; but the sentiment of the Governing Boards, and indeed of the majority of the public, was then op-

posed to co-education. All that Harvard did was to allow women to attend certain semi-public lectures, and to take admission examinations (1873). In 1878, therefore, Mr. Arthur Gilman and other friends of the cause, including Professors Child, Goodwin and Greenough, originated the scheme of repeating for the benefit of such women as should elect them courses given in the University. A board of managers, of which Mrs. Louis Agassiz was the head, was formed; about \$15,000 were subscribed, and in the following February a circular headed "Private Collegiate Instruction of Women" was issued. The essential feature of the scheme was that the instruction should not be of a lower grade than that given in Harvard College. In September 1879, 27 students began their work, No. 15 Appian Way—the house once occupied by Arthur Hugh Clough—being hired for



RADCLIFFE GYMNASIUM

their use. The next year, the number of students increased to 47, and the third, the project seemed already so well-assured that the managers secured a charter under the name of "The Society for the Collegiate Instruction of Woman." For many years, the incipient institution was known by the shorter name of "The Harvard Annex." In 1883, three young women having completed a four years' course, had conferred on them a certificate stating that the recipient had pursued studies equivalent to those for which Harvard College bestowed the degree of Bachelor of Arts. Shortly afterward, an appeal for more funds brought in subscriptions amounting to \$67,000. In 1885, the quarters in Appian Way having been outgrown, the opportunity offered of buying the Fay House, at the corner of Garden and Mason Streets, near the Washington Elm. Subsequent additions have more than doubled the capacity of this house, and provided it with lecture-rooms, reception-rooms, a laboratory, an assembly hall, a library and offices. The attendance grew rapidly,

and the work of the best students proved again that in many branches of learning women can acquire as readily as men. In every respect, the instruction duplicated that of Harvard College. Finally, on December 6, 1893, the Harvard Board of Overseers concurred with the Corporation in agreeing to resolutions binding Harvard College to accept a sort of supervisory or visitatorial authority over Radcliffe College—the name by which the Annex was thenceforth to be known—and empowering the President of Harvard College to countersign the diplomas conferred on the graduates of Radcliffe. A charter for the new college



ASTRONOMICAL OBSERVATORY, MAIN BUILDING

was granted by the Massachusetts Legislature, the name Radcliffe being chosen, because Anne Radcliffe, Lady Mowlson, had more than two centuries and a half before founded a scholarship in Harvard College. In this way, from small beginnings, Radcliffe has come to enjoy, in everything but name, an identity of privileges with Harvard. Her students take courses taught by Harvard teachers, and, in the case of some graduate courses, they are admitted to the same lectures with Harvard students. Her finances and policy are managed by a distinct corporation,—an arrangement which relieves the Harvard Corporation, already heavily burdened, from further responsibility; but the ties of common interests, and the official supervision by Harvard, guarantee to Radcliffe all that is necessary for its welfare. In 1897, three hundred and sixty-one students were enrolled at Radcliffe; the College had about 110,000 square feet of land, besides the original Fay House lot, and personal property amounting to \$300,000. The expenditures the previous year were \$63,451.31.

CHAPTER VII

THE SCIENTIFIC ESTABLISHMENTS AND MUSEUMS

I. THE ASTRONOMICAL OBSERVATORY

WILLIAM C. BOND, under an agreement dated November 30, 1839, made at Cambridge his first observation on December 31, 1839, and was appointed Astronomical Observer on the following 12th of February. These dates mark the beginning of this department at Harvard. Professor Bond was first established in the Dana House—known to the present generation as Dr. Peabody's—at the corner of Quincy and Harvard Streets. In 1844 the Observatory building on the hill between Concord Avenue and Garden Street was projected; funds



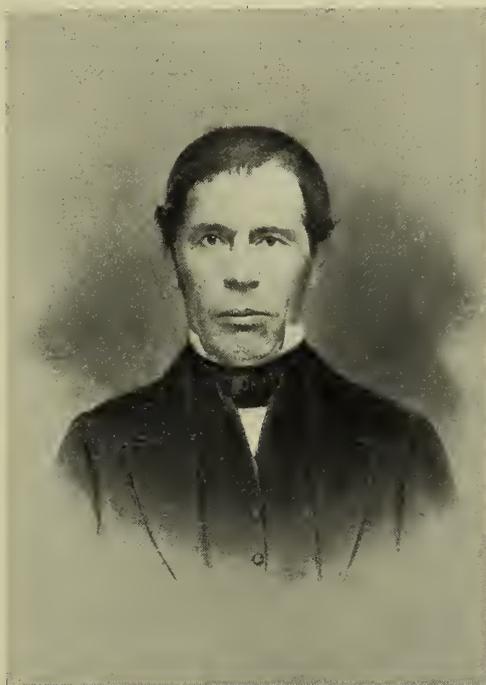
OBSERVATORY BUILDING FROM THE NORTH

were subscribed, and part of the present edifice was completed in 1846. The object-glass of the 15-inch equatorial, received on December 4, 1846, was mounted June 11, 1847. "The objects of the Observatory are," in the words of President Sparks who drew up its Statutes, "to furnish accurate and systematic observations of the heavenly bodies for the advancement of Astronomical Science, to co-operate in Geodetical and Nautical Surveys, in Meteorological and Magnetical Investigations, to contribute to the improvement of Tables useful in Navigation, and, in general, to promote the progress of knowledge in Astronomy and the kindred sciences." Accordingly, the Observatory has been first of all, an institution for research. Next, it has aimed especially to advance the physical side of Astronomy, undertaking such studies of the physical properties of the stars as other Observatories would not be likely to make. Professor Bond and his son laid the foundation of astronomical photography; Professor Joseph Winlock, who in 1865 became Director, paid particular attention to spectroscopic and photometric work; and Professor Edward

C. Pickering, who succeeded him in 1876, has continued the policy of cultivating the physical side of the science.

In 1849, Edward B. Phillips bequeathed \$100,000 to the Observatory. From time to time other gifts, the largest being \$30,000, were received, but in 1882, the financial resources still fell so far short of the needs, that an endowment of \$50,000 was raised by subscription. Shortly afterward the Observatory received two very munificent bequests, that of Robert Treat Paine, which amounted to about \$275,000, and that of Uriah A. Boyden, amounting to \$237,000,— and in 1886, Mrs. Henry Draper began to contribute \$10,000 a year for a memorial to her late husband, the distinguished scientist. Mrs. Draper's gift has been devoted to photographing stellar spectra, a subject in which Professor Draper was a pioneer.

With the income of the Boyden fund it was decided to establish an astronomical station at some favorable point, from which little-explored portions of the heavens could be observed. Accordingly, after a brief trial in Colorado, a temporary station was set up on Wilson's Peak, near Los Angeles. After a thorough test, the station was found to be unsatisfactory. A permanent location had been sent from America, for the purpose of discovering some favorable site in the Andes. The first was at Chosica, Peru, at an altitude of 6000 feet; but in October 1890, that spot was abandoned. After careful examination of other places, from Ecuador to Chile, Arequipa, Peru, appeared to offer the most desirable conditions, and there, in 1891, the Harvard South American Station was permanently located, at an altitude of 8000 feet, about three miles from the city of Arequipa. A house for the Astronomer and his assistants, and smaller buildings for instruments



URIAH BOYDEN

have been erected. On the summit of the neighboring volcano, El Misti, a Meteorological Station, the highest in the world (19,200 feet above sea level) has been placed; and a chain of similar stations now connects the Pacific coast with the valley of the Amazon.¹ In 1896, the 24-inch photographic telescope, provided from a gift of \$50,000 from Miss C. W. Bruce, was successfully transported to Peru and set up. The results of the observations are regularly forwarded from Arequipa to be worked out and published by the Observatory at Cambridge.

In 1893, a fireproof building, costing about \$15,000, was erected at Cambridge for the safe storage and more convenient examination of the collection of photographic plates, which then numbered upwards of 30,000. About the same time, the residential part of the Observatory building was enlarged at the expense of Professor Pickering. For many years the Observatory furnished time signals to a considerable number of subscribers, but it discontinued this service in 1892, when the United States Naval Observatory established a competing service. It is the

¹ These stations, with their altitudes, are Mollendo (100), La Joya (4150), Arequipa (8060), Alto de los Huesos (13,300), Mt. Blanc Station on the Misti (15,600), El Misti (19,200), Cuzco (11,000), and Santa Ana (3,000).

centre for the Western Hemisphere from which astronomical discoveries are announced; and it immediately cables the announcement to the Observatory of Kiel, which performs a like function for Europe. In co-operation with the New England weather service, the Meteorological Observations taken at nearly two hundred points, are published in the "Annals" of the Observatory. These "Annals" now fill thirty-three quarto volumes and contain the chief results of the astronomical work at Harvard during the past half century. No recent publications exceed in importance the Photometric Tables issued in 1894. Some idea of the activity at the Observatory can be gained when it is stated that during the year 1895-96 one of the assistants made more than 20,000 light comparisons, and the Director made 91,608. During that year announcements



UNIVERSITY MUSEUM

appeared of the discovery by Harvard's astronomers of two new stars, twenty-three variable stars, besides one hundred and forty-seven variable stars in clusters, one new gaseous nebula, seventeen stars having peculiar spectra, and one spectroscopic binary.

The Observatory does not give instruction to students, but it allows astronomers to use freely its library (which contains 8300 volumes and 11,500 pamphlets) and its instruments, so far as such use does not interfere with regular work. Among the instruments at Cambridge are the 15-inch and 6-inch equatorial telescopes, the 8-inch transit circle, the 11-inch Draper photographic telescope, the 8-inch photographic telescope, and the meridian photometer. The principal instruments at Arequipa are the Bruce 24-inch and the Boyden 13-inch photographic telescopes.

II. MUSEUM OF COMPARATIVE ZOOLOGY

This important department of the University is the monument of the genius and zeal of one man — Louis Agassiz. Born at Motiers, Switzerland, in 1807, he came to this country to lecture in 1846. In the following year Abbott Lawrence founded the Scientific School, in which the

Professorship of Zoölogy was offered to Agassiz, who accepted it and at once entered on its duties. As the College possessed no collections of Natural History, Agassiz began to make them at his own expense, and a wooden building — now the Old Society Building on Holmes Field, but first called Zoölogical Hall — was put up to shelter them. In 1852, friends of the College raised \$12,000, and purchased the collection, to which Agassiz continued to add. In 1858, Francis C. Gray left \$50,000 to the Corporation for the establishment of a Museum of Comparative Zoölogy, and the Massachusetts Legislature, at the instance of the indefatigable naturalist, appropriated (1859) \$100,000, payable from sales of lands in the Back Bay district, towards the erection of a suitable museum. By private subscription \$71,125 were also raised. The College ceded about five acres, and on June 17, 1859, the corner-stone was laid. Agassiz's plan was for a building three hundred and sixty-four feet long by sixty-four feet wide, with two wings, each two hundred and five feet in width. Two-fifths of the building was completed, and sufficed for the collection. The War of the Rebellion checked both public and private munificence, and the Legislature granted \$10,000 for an "Illustrated Catalogue of the Collections of the Museum." In 1863, the Legislature granted \$10,000 for the publication of an "Illustrated Catalogue of the Collections of the Museum," but speculation checked both public and private munificence. In 1865, Professor Agassiz and several assistants made an expedition to Brazil at the expense of Nathaniel Thayer, and returned with very large and rare collections. More room being needed, the Legislature granted \$75,000, further increased from private sources, and the north wing was completed (1871). In 1871, Agassiz was appointed Director of a Deep-Sea Expedition, fitted out by the United States Coast Survey Bureau, and in the small steamer, the *Hassler*, he explored the West Indian Coast of South America, ascended the Pacific Coast to San Francisco. The fruits of this expedition were added to the collections at the Museum. In 1873, Mr. John Anderson, of New York, gave to the Trustees of the Museum the Island of Penikese, together with \$50,000, to found a summer School of Natural History. On December 14, 1873, Agassiz died. As a fitting memorial to the great naturalist a subscription fund was raised, amounting to \$310,674, of which \$50,000 was voted by the State, and \$7594 was subscribed in small amounts by 87,000 school-teachers and school-children throughout the country. This fund was devoted to the maintenance of the Museum. In 1876, the institution was formally handed over to the University, but on the express condition that its Faculty should retain their privileges of independence. The Curator alone is appointed by the Harvard Corporation. Alexander Agassiz has been the Curator since 1875, and it is owing chiefly to his personal munificence and solicitude that the great edifice planned by his father has been brought almost to completion, additions to the edifice having been made in 1880 and in 1890.



LOUIS AGASSIZ

length and sixty-four in north wing were first completed, and sufficed for the existing collection. The War of the Rebellion checked both public and private munificence, and the Legislature granted \$10,000 for the publication of an "Illustrated Catalogue of the Collections of the Museum," but speculation checked both public and private munificence. In 1865, Professor Agassiz and several assistants made an expedition to Brazil at the expense of Nathaniel Thayer, and returned with very large and rare collections. More room being needed, the Legislature granted \$75,000, further increased from private sources, and the north wing was completed (1871). In 1871, Agassiz was appointed Director of a Deep-Sea Expedition, fitted out by the United States Coast Survey Bureau, and in the small steamer, the *Hassler*, he explored the West Indian Coast of South America, ascended the Pacific Coast to San Francisco. The fruits of this expedition were added to the collections at the Museum. In 1873, Mr. John Anderson, of New York, gave to the Trustees of the Museum the Island of Penikese, together with \$50,000, to found a summer School of Natural History. On December 14, 1873, Agassiz died. As a fitting memorial to the great naturalist a subscription fund was raised, amounting to \$310,674, of which \$50,000 was voted by the State, and \$7594 was subscribed in small amounts by 87,000 school-teachers and school-children throughout the country. This fund was devoted to the maintenance of the Museum. In 1876, the institution was formally handed over to the University, but on the express condition that its Faculty should retain their privileges of independence. The Curator alone is appointed by the Harvard Corporation. Alexander Agassiz has been the Curator since 1875, and it is owing chiefly to his personal munificence and solicitude that the great edifice planned by his father has been brought almost to completion, additions to the edifice having been made in 1880 and in 1890.

As yet, however, only a portion of the vast number of specimens collected by the elder Agassiz, and of the subsequent gifts and purchases, has been arranged for exhibition. In several rooms open to the public are displayed specimens of the leading species of the Animal Kingdom. Near by is the unique collection (opened April 17, 1893) of Glass Models of Flowers, the gift of the widow and daughter of Dr. Charles E. Ware, of the Class of 1834. These models are the handiwork of Leopold Blaschka¹ and his son Rudolf, glassblowers of Hosterwitz, near Dresden, Germany, who since 1886 have worked exclusively for the Harvard Museum. The father died in 1896, and at the death their process will be lost. numbers many hundred lected under the super- the Botanic Garden, Dr. are intended to illustrate flowering plants of North of such cryptogams as can The Museum contains al- nerogamic laboratories, of algæ, fungi and lich- floor, a large collection

One section of the 1891, from subscriptions assigned to the Minera- are exhibited the J. Law- meteorites, the Hamlin the William Sturgis Bige- of gems, the gifts of James Among the remarkable Cañon Diablo iron, con- gems include an 83-carat

rine and yellow beryls, opals from Australia, Mexico and Hungary, tourmalines from Brazil and Siberia, and a tourmaline crystal, weighing nearly three pounds, from Paris, Maine.

The Museum has to serve not only as an exhibition-place and storehouse for these and other collections, but it has also several lecture halls and laboratories for students who take courses in Natural History. Its libraries number 31,000 volumes and about 5000 pamphlets. Its publications consist of an octavo "Bulletin" and of "Memoirs" in quarto; twenty-nine volumes of the former and eighteen of the latter having appeared.

III. THE PEABODY MUSEUM OF AMERICAN ARCHÆOLOGY AND ETHNOLOGY

The Peabody Museum of American Archæology and Ethnology was founded by George Peabody, of London in 1866, with a gift of \$150,000, of which \$60,000 were set aside for a building fund, and the remainder was devoted to the purchase of collections and specimens. Jeffries Wyman was Curator of the Museum till 1874. The collections were stored in Boylston Hall till 1876, when, the building fund having accumulated to \$100,000, a building was begun.

¹ Leopold Blaschka was born at Aicha, Bohemia, in 1822; his ancestors being Venetians. Rudolf was born in 1857.



GEORGE PEABODY

of the son the secret of The collection already specimens, which are se- vision of the Director of George L. Goodale, and the principal types of and South America and be accurately reproduced. so Cryptogamic and Pha- an extensive Herbarium ens, and, on the ground of fossil plants.

Museum, built in 1890- aggregating \$50,000, is logical department. Here rence Smith collection of collection of tourmalines, low agates, and a variety A. Garland and others. meteorites is one of the taining diamonds. The diamond crystal, aquama-

A large addition was made to it in 1889, and it is hoped that ere long the building may be completed by the erection of another section one hundred feet long, which will join the Museum of Comparative Zoölogy, and thus realize the plan laid down by Professor Agassiz forty years ago. The Peabody Museum contains various collections of ornaments and implements of aboriginal American tribes, and a large store of ethnographical specimens from Asia, Africa



PEABODY MUSEUM OF ARCHÆOLOGY

and the Pacific. In 1891, it got permission from the government of Honduras to explore Copan, a prehistoric town, which has since been partially excavated by persons sent out by the Museum, and has yielded much material. The Mary Hemenway collection, gathered from the remains of the Southwestern tribes of the United States, was arranged in 1896. Until more room is provided, many of the smaller collections cannot be classified for exhibition. The Museum owns the great serpent mound, in Adams county, Ohio, which has been laid out as a park. It has also conducted explorations in many parts of the United States. It issues from time to time "Memoirs" and special reports.

By the terms of Mr. Peabody's gift, the Museum was controlled by a board of self-perpetuating Trustees. On January 1, 1897, these Trustees signed an indenture with the President and Fellows of Harvard College, vesting in the latter the property and management of the Museum.

IV. SEMITIC MUSEUM

In 1889, Mr. Jacob H. Schiff gave \$10,000 "for the purchase of objects illustrating Semitic life, history and art." This was the beginning of the Semitic Museum, which was formally opened on May 13, 1891. Temporary quarters were made for it in the then new section of the Peabody Museum. The collection at present comprises casts of some of the most interesting Assyrian, Persian, Hebrew and Phœnician monuments in the European Museums; of various Semitic manuscripts of different periods; of original antiquities, such as Cufic mortuary



BOTANIC GARDEN

tablets, Babylonian building bricks, clay books, pottery, coins and engraved seals; photographs, etc. An alabaster tablet, of the fourteenth century, B. C., recording the restoration of a temple at Asshur, the Assyrian capital, is among the chief treasures. The Museum has been, since its foundation, under the charge of Professor D. G. Lyon. Even in its restricted quarters it has become the resort of many visitors and its collections are of course valuable for all students of Biblical subjects. It needs money for a building in which it can properly exhibit its present possessions and have room to grow.

V. THE BOTANIC GARDEN

The Botanic Garden was founded in 1805, Dr. Benjamin Waterhouse being apparently entitled to the credit of starting it. About seven acres of land on Garden and Linnean Streets were acquired and laid out, and in 1810 the Director's house and the first conservatories were constructed. For many years this department depended wholly on subscriptions for its support. It was most fortunate in securing, in 1842, Asa Gray, the most eminent of American botanists, as its Director; from that time, until his death in 1888, Professor Gray labored, against many difficulties, to make the worthy of his own reputation. In large measure, the Garden now cultivates more species of flowering plants; erected in 1864 by Nathaniel Thayer at the cost of \$15,000 and named in his honor—containing about a quarter of a million volumes—part of which were purchased by John A. Lowell—of nearly 100,000 pamphlets. Its grounds are open daily to the public. Flow-ers are cultivated in the greenhouses or, at certain seasons, in the Arnold Arboretum. The Department has employed for several years past a botanist to collect specimens of the exceedingly rich flora of Mexico. To the University Museum, composed of Phanerogamic and Cryptogamic Botany, the collection of Glass Flowers, and the collections of fossils and of economic botany, reference has already been made.



ASA GRAY

Professor Gray bequeathed to the Garden the copyright on his works; but the income of this important branch of the University, is still inadequate and precarious.

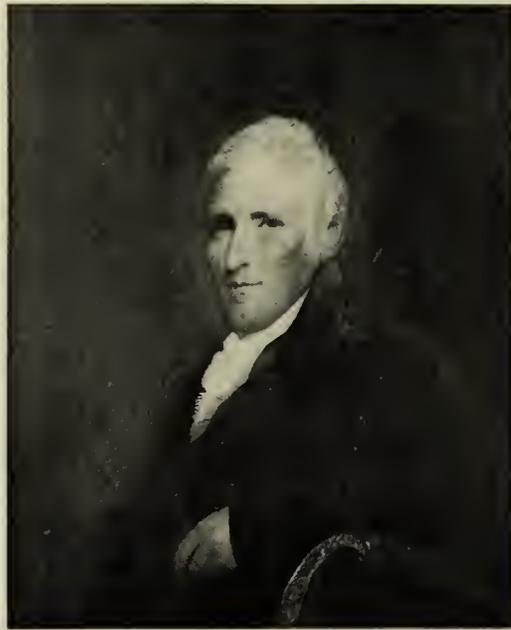
VI. THE BUSSEY INSTITUTION

This is a school of Agriculture and Horticulture, founded by Benjamin Bussey, who died in 1835, but whose estate did not come into Harvard's possession until 1861. Property in Jamaica Plain, valued at \$413,000, was transferred to the University; one-fourth of the income was, according to the terms of Mr. Bussey's will, applied to the Divinity School, and one-fourth to the Law School. In 1871, a building was erected; sheds and greenhouses soon followed. In 1870, James Arnold bequeathed \$100,000 for the encouragement of Agriculture and Horticulture, and with this sum nurseries—the so-called "Arnold Arboretum"—were established in connection with Bussey Institution, where a park, open to the public, has been laid out, the City of Boston co-operating with the Harvard Corporation for its maintenance. In 1879, a Professorship of Agriculture was founded.

Botanic Department succeeded. The Garden has an Herbarium containing five thousand specimens. It has a library of 100,000 volumes, and a collection of a million sheets, and was given in 1865, by Nathaniel Thayer at the cost of \$15,000 and named in his honor—containing about a quarter of a million volumes—part of which were purchased by John A. Lowell—of nearly 100,000 pamphlets. Its grounds are open daily to the public. Flow-ers are cultivated in the greenhouses or, at certain seasons, in the Arnold Arboretum. The Department has employed for several years past a botanist to collect specimens of the exceedingly rich flora of Mexico. To the University Museum, composed of Phanerogamic and Cryptogamic Botany, the collection of Glass Flowers, and the collections of fossils and of economic botany, reference has already been made.

The building of the Bussey Institution consists of an office, a library, class-rooms, exhibition-rooms and a laboratory. Systematic instruction is given in Agriculture, and in Useful and Ornamental Gardening. It is "meant for young men who intend to become farmers, gardeners, florists, or landscape gardeners, as well as for those who will naturally be called upon to manage large estates, or who wish to qualify themselves to be overseers or superintendents of farms, country-seats, parks, towns, highways, or public institutions." Despite its ample equipment, the Bussey Institution has not yet attracted many students, chiefly for the reason that it has to compete with Agricultural Schools endowed by the State in which students are taught, fed and lodged at small or no cost to themselves. But the recent promotion of landscape gardening to the circle of professions at once fashionable and lucrative seems to promise attendance. In 1879, the Agricultural Science was time on one of its stu- to note that Francis historian, was the first (1871).

The Arnold Arbo- part of the Bussey Farm acres in extent, and under Charles S. Sargent, and landscape architect, it formed into one of the in the world. The City and maintains its roads, pervision: in return, the to the public. It has an out-door museum: two miles and a half past shrubs without finding in wandering among hem-



BENJAMIN BUSSEY

beeches and oaks and maples and scores of other kinds of trees without seeing all the varieties that are represented. . . . All the trees of the world that are capable of enduring the New England climate are here arranged according to the order of natural classification, from magnolias to conifers, and so planted as to harmonize with the portions of the original woodland which it has been found desirable to preserve. There are typical specimens of each species of tree, and also specimens of its natural and artificial varieties. The young trees are raised from seed planted in the nurseries of the Arboretum, where all kinds of foreign, as well as domestic, plants are tried and their adaptability and usefulness studied in their various stages of growth. The most healthy and promising are selected and set out in holes twenty-five feet square, filled with good earth, and then the most thrifty from among these are permanently retained by being planted one hundred feet apart in still larger holes, filled with rich soil. Shrubs and vines are treated in a similar way in places set apart for them, where the earth is fertile and where they develop in wild and beautiful luxuriance."¹

¹ F. B. Wiley: *The Harvard Guide Book* (1895), 104-6.

The Museum of the Arboretum, the building for which, costing \$10,000, was given by H. H. Hunnewell, contains a valuable library of 5500 volumes and 6000 pamphlets, specimens



BUSSEY INSTITUTION

of woods—presented by Morris K. Jessup—an herbarium of ligneous plants, and offices. Any one properly qualified for the study of practical arboriculture or forestry may be admitted to the Arboretum as a student. Under the management of Professor Sargent



ENTRANCE TO ARNOLD ARBORETUM

"Garden and Forest," a weekly paper, was published. He is also the author of "The Silva of North America," a monumental work which has reached its tenth volume.

VII. THE FOGG ART MUSEUM

In 1891, Mrs. William Hayes Fogg, of New York, died, and bequeathed to the Corporation \$218,000, with several works of art, jewelry and bric-a-brac, to found an Art Museum. In 1894, a building designed by Richard Morris Hunt, was begun on land lying north of Appleton Chapel and facing on Cambridge Street. The building was completed the following year at a cost of \$150,000, besides \$10,000 for fixtures and furniture, and about \$10,000 for casts and photographs. It contains several exhibition-rooms and a large lecture hall, which has turned out, acoustically, unsatisfactory. Messrs. Martin Brimmer and E. W. Hooper,



FOGG ART MUSEUM

the Committee of the Corporation having the Museum in charge, decided that it should be a laboratory for the use of students of the history of art rather than a museum for the exhibition of original paintings and sculpture. Accordingly, it has been fitted out with casts of typical, antique and Renaissance statues, and with over fifteen thousand of the best photographs of paintings and frescoes. The Gray Collection of Engravings, belonging to the University, was for many years deposited in the Boston Museum of Fine Arts, and the portraits of distinguished alumni—many of which are of artistic value and all of which have historic or personal interest—are still hung in Memorial Hall or in the Faculty Room.

BOOK II

THE PROGRESS OF EDUCATION

CHAPTER I

THE FIRST TWO CENTURIES

HAVING thus followed the corporate and material growth of Harvard, let us now briefly review the course of education, and compare, so far as the records allow, the studies and methods which at different periods were supposed to be necessary and sufficient to bestow a liberal culture upon the students. At the outset, since Harvard was pre-eminently a theological seminary, the studies were chiefly theological, and tended to the training of ministers for the Puritan Colony. According to the laws passed in President Dunster's time, the following was required of candidates to the Freshman Class: "When any scholar is able to read Tully or such like classical Latin author *extempore*, and make and speak true Latin in verse and prose *suo (ut aiunt) Marte*, and decline perfectly the paradigms of nouns and verbs in the Greek tongue, then may he be admitted into the College, nor shall any claim admission before such qualification." The scholars read the Scriptures twice a day; they had to repeat, or epitomize the sermons preached on Sunday; and were frequently examined as to their own religious state. "The studies of the first year," says Quincy, "were Logic, Physics, Etymology, Syntax and Practice on the Principles of Grammar. Those of the second year, Ethics, Politics, Prosody and Dialects, Practice of Poesy and Chaldee. Those of the third, Arithmetic, Geometry, Astronomy, Exercises in Style, Composition, Epitome, both in prose and verse, Hebrew and Syriac. In every year and every week of the College course every class was practised in the Bible and Catechetical Divinity; also in History in the winter, and in the Nature of Plants in the summer. Rhetoric was taught by lectures in every year, and each student was required to declaim once a month."¹ Another rule, dating from Dunster's administration, was: "The scholars shall never use their mother tongue, except that in public exercises of oratory, or such like, they be called to make them in English." It is presumable that the ordinary student acquired a fair knowledge of Latin, while those who were destined for the ministry learned a sufficiency of Greek and Hebrew. The teaching was conducted by the President and two Tutors, who were occasionally assisted by a graduate candidate for a higher degree.

In 1650, the Overseers first ordered a visitation; "Between the 10th of June," runs their vote, "and the Commencement, from nine o'clock to eleven in the forenoon, and from one to three in the afternoon of the second and third day of the week, all scholars of two years' standing shall sit in the Hall to be examined by all comers in the Latin, Greek and Hebrew tongues, and in Rhetoric, Logic and Physics; and they that expect to proceed Bachelors that year to be examined of their sufficiency according to the laws of the College; and such as

¹ Quincy, i, 191.

expect to proceed Master of Arts to exhibit their synopsis of acts required by the laws of the College." The qualifications for Bachelors were as follows: "Every scholar that, on proof, is found able to read the original of the Old and New Testament into the Latin tongue, and to resolve them logically, withal being of honest life and conversation, and at any public act hath the approbation of the Overseers and Masters of the College, may be invested with his first degree." The undergraduate course was originally three years; in 1654, it was extended to four years. The candidate for Master of Arts was required to study an additional year or till such time as he "giveth up in writing a synopsis or summary of Logic, Natural and Moral Philosophy, Arithmetic, Geometry and Astronomy, and is ready to defend his theses or positions, withal skilled in the originals, as aforesaid, and still continues honest and studious, at any public act, after trial, he shall be capable of the second degree."

This was the general nature of the College curriculum during the seventeenth century. In 1726, Tutors Flynt, Welsted and Prince made the following report, which is interesting because it mentions not only the subjects studied, but also the text-books used:

"1. While the students are Freshmen they commonly recite the Grammars, and with them a recitation in Tully, Virgil and the Greek Testament, on Mondays, Tuesdays, Wednesdays and Thursdays, in the morning and forenoon; on Friday morning Dugard's or Farnaby's Rhetoric, and on Saturday morning the Greek Catechism; and towards the latter end of the year they dispute on Raum's Definitions, Mondays and Tuesdays in the forenoon.

"2. The Sophomores recite Burgersdicius's Logic and a manuscript called New Logic in the mornings and forenoons; and towards the latter end of the year, Heereboord's Meletemata, and dispute Mondays and Tuesdays in the forenoon, continuing also to recite the classic authors, with Logic and Natural Philosophy; on Saturday mornings they recite Wollebius' Divinity.

"3. The Junior Sophisters recite Heereboord's Meletemata, Mr. Morton's Physics, More's Ethics, Geography, Metaphysics, in the mornings and forenoons; Wollebius on Saturday morning; and dispute Mondays and Tuesdays in the forenoon.

"4. The Senior Sophisters, besides Arithmetic, recite Allsted's Geometry, Gassendus's Astronomy, in the morning; go over the Arts towards the latter end of the year, Ames's Medulla on Saturdays, and dispute once a week."

At this time Monis, a converted Jew, gave instruction in Hebrew, and all students, except Freshmen, were required to attend his recitations four times a week. One exercise was "the writing the Hebrew and Rabbinical," and the others were copying the grammar and reading, reciting it and reading, construing, parsing, translating, composing, reading without points. The foundation, by Thomas Hollis, of a Chair of Divinity, added a Professor to the small corps of teachers. The Hollis Professor had charge of the instruction in theology, and was directed to begin each exercise with a short prayer. He gave both public and private lectures, and prepared students in Divinity for the ministry. In 1735, many of the students were permitted by the Faculty to take lessons in French of a certain Longloisserie, who had, however, no official connection with the College; this permission was revoked when charges of heresy were preferred against the Frenchman. The endowment by Hollis of a Professorship of Mathematics, placed mathematical and scientific study on a surer basis, although Theology and the Classics were still esteemed the chief sources of learning. The philosophical apparatus, destroyed by the burning of Harvard Hall in 1764, was sufficiently extensive for conducting the experiments and illustrating the laws of science as taught at that time. There were, among other things,

two complete skeletons and anatomical cuts, a pair of globes of the largest size, machines for experiments in Mechanics, Hydrostatics, Pneumatics and Optics, microscopes, telescopes (one of twenty-four feet), "a brass quadrant of two feet radius, carrying a telescope of a greater length, which formerly belonged to the celebrated Dr. Halley."¹

In 1756, the Overseers, desirous of raising the standard of elocution, suggested that the Corporation should take measures for that purpose. Accordingly, it was voted "that the usual declamations in the Chapel should be laid aside, and in their stead the President should select some ingenious dialogue, either from Erasmus's 'Colloquies,' or from some other polite Latin author, and that he should appoint as many students as there are persons in such dialogue, each to personate a particular character and to translate his part into polite English, and prepare himself to deliver it in the Chapel in an oratorical manner." The Overseers themselves occasionally attended the performance of these dialogues, and sometimes "expressed their acceptance and approbation." An effort was likewise made at this time to encourage greater diligence in the study of Latin, Greek and Hebrew, and to promote "disputations in English in the forensic manner," but the effort was not very successful.

In 1760, we have a recommendation which seems to be the origin of the regular examination system: it was voted "that twice in a year, in the Spring and Fall, each class should recite to their Tutors, in the presence of the President, Professors and Tutors, in the several books in which they are reciting to their respective Tutors, and that publicly in the College Hall or Chapel; and that the two senior classes do once every half year, in the same presence, but under the direction of the Mathematical Professor, give a specimen of their progress in philosophical and mathematical learning." In 1761, the Overseers made suggestions with a view to the improvement of the students in Latin, recommending "that more classical authors should be introduced and made part of the exercises, and that Horace should be earlier entered upon." From these various recommendations the custom arose of holding public exhibitions before visiting committees of the Overseers; but the visitors soon found it irksome to listen to recitations and sophomoric eloquence, which, they said, although creditable, "did not afford sufficient scope for the display of genius." In May 1763, a report was made "that Horace is more in use than it has been, that Cæsar's 'Commentaries' has been recently introduced, and that the several classes translate English into Latin once every fortnight." We learn from Nathaniel Ames's diary that, at this time, "Watts's Logick" was studied by the Freshmen, and that Homer and Euclid were begun early in the Sophomore year; also, that at the forensic disputes such subjects as "The Soul is not Extended" and "The Future State is Revealed by the Light of Nature" were discussed.

In 1766, semi-annual exhibitions became a regular part of the College work. At the same time the system of teaching was re-organized. Theretofore each Tutor had taught "all the branches to the class assigned to him throughout the whole collegiate course;" now each Tutor had charge of a special department, and taught that subject to the classes in turn: one Tutor had Greek; another, Latin; another, Logic, Metaphysics and Ethics; and the fourth, Natural Philosophy, Geography, Astronomy and the elements of Mathematics. On Friday and Saturday each class was instructed in Elocution, English Composition, Rhetoric, "and other parts of the Belles-Lettres," by another Tutor. The Divinity Professor had charge of all the instruction in Divinity. All scholars attended

¹ A complete list of the apparatus destroyed may be found in Quincy's *History*, ii, 482-483.

“the Tutors on Mondays, Tuesdays, Wednesdays and Thursdays three times a day, and once a day on Fridays and Saturdays.” Senior Sophisters ceased to attend recitations at the end of June; the lower classes worked until Commencement week.

This general scheme was preserved down to the present century. In 1790, annual examinations were formally established, “to animate the students in the pursuit of literary merit and fame, and to excite in their breasts a noble spirit of emulation.” The examination was oral, and if any student neglected or refused to attend, he was liable to a fine not exceeding twenty shillings, or to be admonished or suspended. The students at first rebelled, and one of them was expelled “upon evidence of a little boy” that he threw a stone through the window of the philosopher’s room—where the examiners were in session—and struck the chair occupied by Governor Hancock.

Instruction in science during the third quarter of the eighteenth century was given by Professor John Winthrop, a friend of Franklin, and one of the ablest scientific investigators of his time. He conceived a theory of earthquakes, observed the transits of Mercury (1740) and that of Venus (1761), explained the nature of comets, and experimented in many branches of what was then called “Natural Philosophy.” When some of the Orthodox had scruples against using lightning-rods, because, they said, thunder and lightning were tokens of the Divine displeasure, and that “it was a degree of impiety to endeavor to prevent them from doing their full execution,” Professor Winthrop rejoined in an essay that “Divine Providence did not govern the material world by immediate and extraordinary interposition of power, but by stated general laws;” wherefore, it is as much “our duty to secure ourselves against the effects of lightning, as from those of rain, snow or wind, by the means God has put into our hands.” In 1783, the appointment of John Warren and Benjamin Waterhouse to be respectively Professor of Anatomy and Surgery and Professor of the Theory and Practice of Physic extended the instruction of the College into a new field. In 1792, a Chair of Chemistry and Materia Medica was added. But these three Professorships were really the nucleus of the Medical School, and the courses given through them hardly belonged to the College proper.

Of the modern languages French received the earliest attention. In 1735, as stated above, Longloiseric had been granted permission to teach that language. In 1780, similar permission was accorded to Simon Poullin; although he received no official appointment, “he was allowed the same privileges with Tutors as to the Library and Commons, and a chamber in the College,” and his tuition fees were charged in the quarterly bills. Two years later Albert Gallatin was allowed to teach on the same terms, and in 1787, Joseph Nancrede was regularly appointed instructor. In 1816, Francis Sales taught both French and Spanish. In 1825, Charles Folsom was instructor in Italian, and Charles Follen instructor in German; and the next year Portuguese appears on the list of studies.

In 1784, the attendance of Resident Graduates, Seniors and Juniors, who were not preparing for the ministry, upon a part of the exercises of the Professor of Divinity, was no longer required; but the two upper classes had to recite once a week from Doddridge’s *Lectures*, and to attend the Professor’s weekly lecture “on some topic of positive or controversial divinity.” At this time, also, Sallust and Livy were introduced into the Latin department, and in the Greek Xenophon’s *Anabasis* was substituted for his *Cyropædia*. In 1787, Horace, Sallust, Cicero (*De Oratore*), Homer and Xenophon took the place of Virgil, Cicero’s *Orations*, Cæsar and the Greek Testament, and the number of recitations was increased. The

Classics formed the backbone of instruction during the first three years: in addition, the Freshmen studied Rhetoric, the Art of Speaking and Arithmetic; the Sophomores had Algebra and other Mathematical branches; the Juniors had Livy, Doddridge's *Lectures* and the Greek Testament; the Seniors had Logic, Metaphysics and Ethics. For the two lower classes Hebrew¹ was prescribed, for which French might be substituted. All the classes had instruction in Declamation, Chronology and History. Blair's *Rhetoric* was introduced as a text-book in 1788. In 1805, a Professorship of Natural History was founded by subscription.

In 1803, the standard of admission to the Freshmen Class was raised. A candidate was now required to pass a satisfactory examination in Dalzel's *Collectanea Græca Minora*, the Greek Testament, Virgil, Sallust and Cicero's *Select Orations*; he must have a thorough acquaintance with the Greek and Latin Grammars, including Prosody; he must be able to translate these languages correctly, and be proficient in Arithmetic to the rule of three and in Geography.

In 1820, a Chair of Mineralogy and Geology was established. By this time the foundations of a real University had been laid; the Medical, Law and Divinity departments were growing up, and in the College itself several of the branches had so increased in importance that more than one teacher was needed to direct them. The erection of new buildings, the creation of new Professorships, and the increase in the number of students, all indicated expansion, and called for corresponding improvements in methods. Doubtless, too, the influence of foreign methods in University education began to appear at Harvard, to which Edward Everett and George Ticknor, as teachers, came after pursuing a course of higher study in Europe.

CHAPTER II

BEGINNINGS OF THE ELECTIVE SYSTEM

IN May 1824, a committee appointed by the Overseers to report upon the state and needs of the College, presented, through its chairman, Joseph Story, a report recommending "that the College studies shall be divided into two classes; the first embracing all such studies as shall be indispensable to obtain a degree; the second, such in respect to which the students may, to a limited extent, exercise a choice which they will pursue." It was further recommended that students who were not candidates for a degree be admitted to pursue particular studies to qualify them for scientific and mechanical employments and the active business of life. The first suggestion was the germ of the Elective System; the second suggestion, only recently given a fair trial, opened the facilities of Harvard to special and graduate students. Both were strongly opposed by the Faculty. It is a noteworthy fact that the habitual attitude of the leading Colleges in England and America has been stubbornly conservative. The great pioneers in literature, philosophy and morals were not College Professors: this is perhaps not surprising, because the Professorial mind is acquisitive and critical rather than creative and original. The teacher, whose work is largely a work of repetition and routine, comes to rely upon methods; whereas, it is a sign of originality to scorn methods. In the Continental Universities of the Middle Age the foremost men of the time were often to be found in the corps

¹ A Hebrew Commencement part was delivered as late as 1817.

of lecturers; as at Paris, to cite a single instance, during the thirteenth century. And in our own century, the Universities in France, Germany and Italy have had among their lecturers men who represented the most progressive thought in each of these countries. But in England and America, with occasional exceptions, this was rarely the case. Conservatism, one of the strongest traits of the Anglo-Saxon race, has had no stronger fortresses than the American and English seats of learning. Consequently our Professors of one generation have been expounding the views of thinkers whom the Professors of the preceding generation frowned upon.

So radical a change, therefore, as the proposed election by students of the courses which they would study filled the conservative Faculty of Harvard with alarm. The theory of education which then obtained regarded all youths between the ages of fifteen and twenty as having the same tastes and the same capacities; each to be dosed with learning similar in kind and quantity to that prescribed to his fellows. The Bachelor's Degree was the proof that the Faculty had succeeded, after a four years' trial, in pouring a certain number of similar facts into the brains of all those who received it. The Elective System, on the other hand, recognized that each youth differed from every other, and that the subject best fitted to develop the mental powers of one might have no such effect on another. Admitting this, it proposed, so far as possible, to find out the peculiar capacities of each student, and to provide the instruction most congenial to them.

In spite of the opposition of the Faculty, the Overseers and Corporation adopted the recommendations, but these were carried out very imperfectly. In 1824, all studies were required, except that Juniors might "choose a substitute for thirty-eight lessons in Hebrew, and the Seniors had a choice between Chemistry and Fluxions." French and Spanish being extras, attendance on them was voluntary. By the revised Statutes, in 1826, "a student could attend in modern languages after the first third of the Freshman year in place of certain specified courses in Greek, Latin, Topography, Hebrew, and Natural Science, and a Senior might also substitute Natural Philosophy for a part of Intellectual Philosophy." In practice, the one department in which the Elective System was fairly tried was in the French and Spanish Languages and Literature, then under the charge of Professor George Ticknor. The force of teachers was too small to enable the College to offer many elective courses, even had the prevailing sentiment been in favor of so doing; but in the department of Modern Languages there were five instructors—quite enough for the demands made upon them. Above all, Professor Ticknor was an earnest advocate of the reform, and bent his energy to show its superiority over the traditional methods. In 1833, he reported: "The system of volunteer study was begun in this department in 1826 with thirteen students. The number of students embracing it has constantly increased every year; and now exceeds the number of regular students. The teachers are particularly gratified with the proficiency of their volunteer students." The number of volunteer students in modern languages in 1833, was one hundred and three out of two hundred and ten who took these courses. In his report for 1830-31, President Quincy announced that the system had been introduced, under very favorable auspices, by Dr. Beck in the Latin, and by Mr. Felton in the Greek departments. In 1834, regulations were adopted "which established a minimum in Mathematics, Greek, Latin, Modern Languages, Theology, Moral and Intellectual Philosophy, Logic and Rhetoric, level to the capacity of faithful students in the lowest third of a class, and provided that students who had attained the minimum in any branch might elect the studies which they would pursue in place thereof, being formed into sections of not less than six members, without regard to classes, and having additional instruc-

tion provided for them. The minimum covers about all the instruction regularly provided by the College in the departments named."

Nevertheless, the innovation made but little progress except in Professor Ticknor's department. "I have succeeded entirely," he wrote in 1835, "but I can get these changes carried no further. As long as I hoped to advance them, I continued attached to the College; when I gave up all hope I determined to resign. . . . If, therefore, the department of Modern Languages is right, the rest of the College is wrong." Professor Longfellow, who succeeded Mr. Ticknor, was fortunately imbued with his ideas, and continued his methods. In 1838, Professor Benjamin Peirce proposed that Mathematics should be dropped at the end of the Freshman year, any student who so dropped them to be allowed to substitute Natural History, Civil History, Chemistry, Geography, Greek or Latin, in course; but the College lacked the means to provide instruction in several of those branches. In 1839, upon the recommendation of Professors Beck and Felton, the Corporation ordered "that those students who discontinue the study of Greek or Latin shall choose as a substitute one or more of the following branches: Natural History, Civil History, Geography and the use of Globes, Modern Languages, or studies in either of which have not been discontinued." The Faculty, and each student in such orders of these studies, were to be sufficient to the convenience of the instructor. When this decision was made, Theophilus Parsons, one of the Overseers, upon their decision hung the question "whether Harvard College shall or shall not become a University. In no institution intended to answer the purposes of a University, and to be called by that name, is it attempted to carry all the scholars to the same degree of advancement in all the departments of study. The reason of this is, obviously, that any such attempt must greatly retard the advancement of the whole." Already Professors Beck and Felton in the Classical branches, and Professor Peirce in the Mathematical had testified to the complete success of the experiment. In 1840-41, French was a required study,—a noteworthy fact, as President Eliot remarks, "for changes in the selection of studies held to be essential, and therefore required of all, are quite as important as additions to the list of studies which it is agreed should be optional."¹

The following scheme, adopted in the year 1841, shows concisely the extent to which the Elective System had advanced:



H. W. LONGFELLOW

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¹ An exhaustive account of the Elective System at Harvard will be found in President Eliot's Report for 1884-85.

FRESHMAN YEAR. — *Prescribed*: Mathematics, Greek, Latin, History. *Elective*: None.

SOPHOMORE YEAR. — *Prescribed*: English Grammar and Composition, Rhetoric and Declamation, one Modern Language, History. *Elective*: Mathematics, Greek, Latin, Natural History, History, Chemistry, Geology, Geography, the use of the globes, and any Modern Language; so far as the means of such instruction are within the resources of the University.

JUNIOR YEAR. — *Prescribed*: English Composition, one Modern Language, Logic, Declamation, Physics, Psychology, Ethics, Forensics, History. *Elective*: Same as in Sophomore Year, and a more extended course in Psychology and Ethics.

SENIOR YEAR. — *Prescribed*: Rhetoric, English Composition, Political Economy, Constitutional Law, Forensics, Theology, History, Declamation. *Elective*: Political Ethics, a more extended course in Physics, and any of the elective studies above enumerated.

Elective studies were thus generally countenanced, but they were not yet deemed equivalent, so far as the scale of marks showed, to the prescribed courses; for the Faculty decreed that "in forming the scale of rank at the end of a term, there shall be deducted from the aggregate marks given for an elected study one-half of the maximum marks for each exercise in such elected study; so that a student by only obtaining one-half of the maximum marks adds nothing to his aggregate, and by obtaining less than half is subject to a proportionate reduction."

Professors Beck, Felton, Peirce and Longfellow continued to be the upholders of this broad system of instruction, and they reported from year to year the advances made in their respective departments; but the opposition was still strong, either from the conviction of some of the Faculty that the system was bad in itself, or from the inability of the College to provide a sufficient number of courses to make the system equally serviceable in all directions. In 1847 it was no longer in vogue in Philosophy; two years earlier the Faculty prohibited any student, unless for especial reasons, to study more than one modern language at a time. Mr. Longfellow protested against this exclusiveness, but, although he appealed to the Corporation, the rule was maintained. In 1846, "Chemistry was a required study in the Freshman year instead of an elective study from the beginning of the Sophomore year; no modern language was required in either the Sophomore or the Junior year; the elective course in Geology was confined to the Senior year, instead of being accessible from the beginning of the Sophomore year; no elective course in Geography was provided; Story's Constitution was a required study for Juniors instead of Seniors; Psychology and Ethics were elective instead of required for Juniors; and Political Ethics were required instead of elective for Seniors." "If the number of elective studies had been large," says President Eliot, in criticising these regulations, "the scheme would have been a very liberal one, for election began early and the number of studies prescribed in the last three years was not large. The number of elective studies was, however, so small as practically to confine the choice of the students within narrow limits." The Faculty then consisted of only eleven members, and there were but six instructors in addition; the students then (1846) numbered 279. President Everett requested the opinions of the Faculty as to the advisability of continuing the system of elective studies. The opinions were evenly divided, but those Professors who had given it the best trial were in favor of it. A new scheme was adopted (December 29, 1846), which, with many modifications, lasted twenty years. "It allowed every Senior to select three from the following studies, namely, Greek, Latin, Mathematics, German, Spanish and Italian, and every Junior to select three from the same studies, Italian excepted. All other studies were prescribed; but among the prescribed studies were Natural History for Freshmen and Sopho-

mores, and French and Psychology for Sophomores." Thus every Senior and Junior who did not select Mathematics had to study three languages during the last two years, as well as during the Sophomore year. The number of exercises was also increased; Freshmen had sixteen and



LOUIS AGASSIZ AND BENJAMIN PEIRCE

Seniors twenty-three per week. In 1849, this excess was relieved by requiring only two instead of three elective studies from Seniors and Juniors.

President Sparks, like President Everett, was hostile to the elective system, and soon introduced changes which narrowed its scope. No Junior or Senior might take more than one

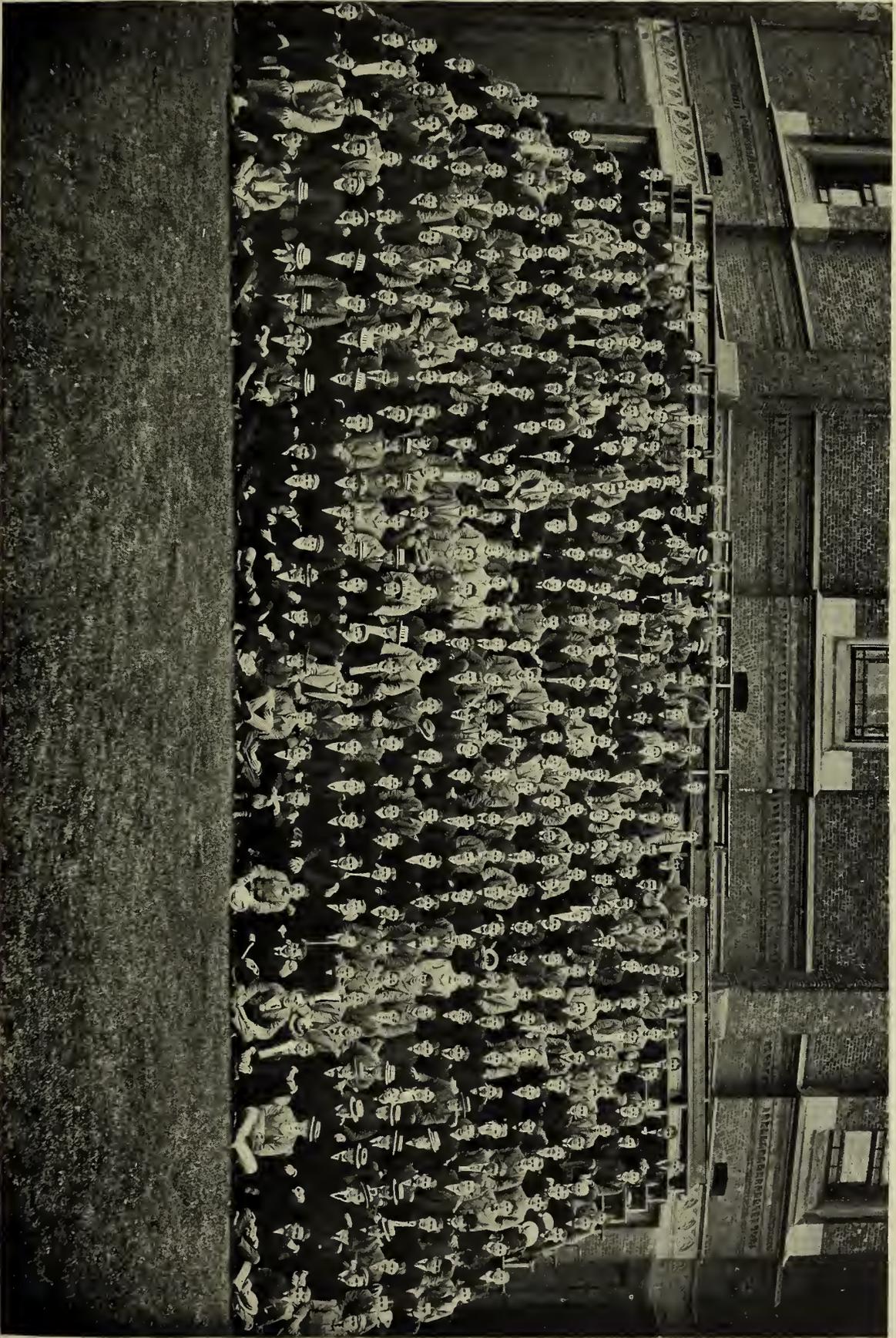
elective; if he took more than one, it was regarded as an "extra," and did not count. Professor Peirce vigorously opposed this retrograde step, and he was seconded by Professors Beck and Longfellow. "The voluntary system, as it has been called," wrote President Sparks in his last Report (1851-52), "is still retained to a certain extent, rather from necessity than preference. The number and variety of the studies for which the University has provided instruction are so large that it is impossible for any student, within the period of four years, to give such a degree of attention to them as will enable him to acquire more than a limited and superficial knowledge from which little profit can be derived." "The last sentence is," to quote President Eliot, "an unanswerable argument for an elective system in a University." In 1856-57, a further curtailment was made; French was again optional; Juniors were required to take two out of the three studies, Latin, Greek and Mathematics, and a half-year's course in Molecular Physics was required of them. In 1858, Chemistry was made elective for Juniors; in 1862, Patristic and Modern Greek was added to the free list. German, Spanish and elementary Italian were also included among the Senior and Junior electives, but as the highest mark attainable in any of them was only six, instead of eight—the maximum in required studies—"students who had any regard for College rank were debarred from pursuing these undervalued elective studies."

CHAPTER III

RECENT EXPANSION

IN 1865, the advocates of the Elective System were once more in the majority. The Faculty, although still small in number, and overworked through the custom of dividing classes into small sections, voted "that Botany be made an elective study in the Junior year, that Greek in that year be an elective instead of a required study, and that Juniors be allowed two elective studies instead of one; that German should be introduced as a required study into the second term of the Sophomore year, and that Roman History, Greek History and Philosophy, and German should be added to the elective studies of the Junior year. Subsequently, Greek poetry was added." In 1867, a new scheme was drawn up, according to which all the work of the Freshman year was required; the Sophomores had seven hours a week *required*, and six hours *elective*; the Juniors and Seniors had six hours *required*, and six or nine hours *elective*. But slight changes occurred until 1870, when, by raising the tuition fee from \$104 to \$150 per annum, the increase of income enabled the employment of a larger force of instructors and the consequent extension of the Elective System. Year by year the number of required studies was lessened. In 1872, the Seniors were free to choose all their courses; in 1879, this privilege reached the Juniors; in 1884, it was extended to the Sophomores. In the latter year the Freshmen had nine hours a week of electives and seven hours of required studies. But for all the classes a certain number of themes and forensics was prescribed.

In 1885, the Elective System was brought to its logical conclusion by being extended to Freshmen. At the present time (1897) the only prescribed work is: *Freshmen*, Rhetoric



FRESHMAN CLASS (1901)

and English Composition, three hours a week, and either German or French; *Sophomores*, twelve Themes, with lectures and discussions of themes; *Juniors*, Forensics.

The two leading objections to the Elective System—first, that students (particularly Freshmen) cannot be trusted to select the studies best fitted for their development; and second, that some students will begin too early to specialize, and so fail to derive a liberal education from their College training—have been equally disproved by the experiment at Harvard up to the present time. The number of those who, through idleness or injudicious choice, have failed, has been very small, and is constantly kept down by the checks which the Faculty has provided—frequent examinations, and the appointment of a member of the Faculty to consult with and overlook each student. In 1889, the Overseers, fearing that too many of the students might abuse the privilege of voluntary attendance at lectures, suggested that a more strict method of marking absences and of registration should be adopted; and this has been done. But even such restrictions as these must sooner or later be abandoned, when the idea of what a University should be triumphs—not a reform school, not a seminary, not a substitute for paternal superintendence, but a treasury of learning from which every properly qualified person may draw in proportion to his ability. Our American public and most of our educators are still too tightly bound by the traditions dating from a time when colleges were but higher boarding-schools, to realize as yet the significance and the superiority of the University ideal towards which we have seen, in this brief review, Harvard steadily approaching.

With the growth of the Elective System there has grown up a class of special students, not candidates for a degree, and of graduate students who either desire to take a higher degree or to pursue for a time some special branch of advanced study. Of the former, the average annual number between 1828 and 1847 inclusive was only three, and little attention was paid to them. In the latter year the Scientific School was opened, and for three years all its members were designated "special students." In 1850, the School was put on a better basis, examinations for admission were required, and the "specials" no longer attended. It was not until 1876, that the College was again officially opened "to persons not less than twenty-one years old, who shall satisfy the Faculty of their fitness to pursue the particular courses they elect, although they have not passed the usual examinations for admission to College, and do not propose to be candidates for the degree of Bachelor of Arts." In 1881, the restriction as to age was annulled, and prescribed as well as elective courses were offered to these students, then called "unmatriculated" and (since 1882) "special."

The Graduate Department has likewise grown very rapidly. It is attended not only by Harvard graduates, but also by those from other colleges,¹ who come here to complete their training. The work done by them is, in fact, the kind of work which belongs to a University, and to this department the best efforts of the Professors will inevitably be more and more devoted as the general standard of learning is raised. The higher degrees (Master of Arts, Doctor of Science and Doctor of Philosophy) are conferred after one or two years of successful graduate study. In early times candidates for the Master's degree were required to spend a year in the College after their graduation, and to pass a satisfactory examination. In 1844, this custom was abandoned, and for nearly thirty years any one who had taken the Bachelor's degree was entitled to the Master's degree on the payment of five dollars three years after graduation. This, of course, deprived the degree of A.M. of all scholastic value; but since

¹ The members of the Graduate School in 1896-97 came from about ninety different institutions.

1872, no person has received it in course at Harvard unless he has fulfilled the requirements above stated, and the Master's degree is now a certificate that one year of graduate work has been well performed. During the academic year 1896-97, there were two hundred and ninety-five graduate students connected with the University, of whom sixteen were non-residents. Of the latter, several were holders of fellowships, by the terms of which the incumbents are allowed to pursue their studies abroad under the direction of the Academic Council.

Thus have the methods and courses of instruction been slowly liberalized and improved. The Classics and Mathematics, before which, as before Gog and Magog, educators fell down and worshipped, declaring them to be the only true agents of culture, have gradually been placed in their proper position—not degraded nor laid on the shelf, but prohibited from excluding proper reverence for Science, History and the Modern Languages, which are now recognized as being important means to culture. And the work done in Greek and Latin and Mathematics, being no longer obligatory, is more earnest than in the days of compulsion, and productive of more good. The old superstition that the degree of A.B. will be unintelligible, unless all who receive it have taken the same courses, still befogs the eyes of some conservatives; but experience will certainly dissipate this, together with other ancient delusions, and the virtual shortening of the academic course from four to three years, by entitling a student to his degree whenever he shall have passed satisfactorily the required number of studies, gives to students the full liberty they require.

The raising of the standard of admission to Harvard has naturally wrought a complete change in the teaching of the preparatory schools. In 1827, the candidate for the Freshman Class must be thoroughly acquainted with Latin and Greek Grammar, including Prosody; he must be able to construe and parse Jacob's Greek Reader, the Gospels in the Greek Testament, Virgil, Sallust and Cicero's Select Orations, and to translate English into Latin; he must be well versed in Ancient and Modern Geography, in the fundamental rules of Arithmetic, in vulgar and decimal fractions, in proportion, simple and compound, in single and double fellowship, in alligation, medial and alternate, and in Algebra to the end of simple equations, comprehending also the doctrine of roots and powers, and in Arithmetical and Geometrical progression. Now, however, many of the studies formerly taken up in College are embraced in the ordinary preparatory school curriculum. Seventy years ago boys entered Harvard at the age of fourteen; now the average at entrance is about nineteen. There are two classes of studies—*elementary* and *advanced*—on one of which the candidate for admission is examined. But there are further several different courses, in which, according to his preference, he may present himself. He may anticipate the required work of Freshman Year; he may be admitted to advanced standing; he may devote himself to a maximum of Classical studies and a minimum of Scientific and Mathematical, or *vice versa*.

This account of the progress of education cannot be more appropriately concluded than by the table on the following page, in which is shown the number of Elective courses provided by the College for the year 1896-97.

It would be wearisome to narrate in detail the introduction of new courses during the past twenty-five years. The table on the following page suggests how wide the range of subjects has already become, and how specialization has kept pace with the widening circle of knowledge. Among the novelties in the latest Elective Pamphlet are courses in Celtic and in Slavic Languages. As a matter of record, it may be added that Ko Kun-Hua, a Chinese mandarin, gave instruction in his native language and literature from 1879 to 1882.

Semitic	14	Government	10
Sanskrit and Zend	5	Fine Arts	4
Greek	15	Architecture	10
Latin	18	Music	5
Classical Philology	12	Mathematics	24
English	27	Engineering	39
German	18	Military Science	2
Germanic Philology	7	Physics	9
French	14	Chemistry	13
Italian	3	Botany	6
Spanish	3	Zoölogy	8
Romance Philology	5	Geology	16
Comparative Literature	2	Mineralogy and Petrography	3
Philosophy	17	Mining and Metallurgy	1
Education and Teaching	5	American Archæology	2
Economics	14	Anatomy, Physiology, etc.	5
History	18		
			346

CHAPTER IV

THE HARVARD LIBRARY

THE very centre of the University to-day is the Library, without which neither students nor Professors could pursue much of the specialized work which has become a part of the higher education. Gore Hall, the first building at Harvard exclusively designed for a library, was built in 1841, at a cost of \$70,000, from a legacy of Christopher Gore. The collection of books then numbered only 41,000. In 1876, however, more room was needed, and a wing with improved book-stacks was completed, costing \$90,000. Since that date, the usefulness of the Library has been enormously augmented. Dr. Justin Winsor, chosen Librarian in 1877, at once introduced modern methods of arrangement, and pushed forward the card catalogues, begun in 1860. The Elective System caused the students to use the Library to a degree before unknown. Instructors adopted the practice of reserving the principal works in their respective subjects, and these reserved bookshelves were much frequented. In 1876, only fifty-seven per cent. of all the College students used the Library; in 1896, the percentage of undergraduates was about seventy-seven, and of the remainder many resorted to the Reading-Room. By 1890 the demand for more space again became urgent. An attempt was made to raise enough money by general subscription to build a reading-room in connection with Gore Hall. But only \$12,000 were contributed. Then it was announced that an anonymous benefactor had promised to provide the desired edifice. Plans were prepared for a building to cost half a million dollars; the contracts were drawn up; but a day or two before they were to be signed the benefactor suddenly died, and his executors had no power to carry out his intention. Unable to wait longer, the Corporation in 1895, undertook at its own expense to remodel the

interior of Gore Hall, by introducing a book-stack three stories high, and converting the upper part into a spacious reading-room. These alterations, costing over \$50,000, will suffice for a few years to meet the normal growth.



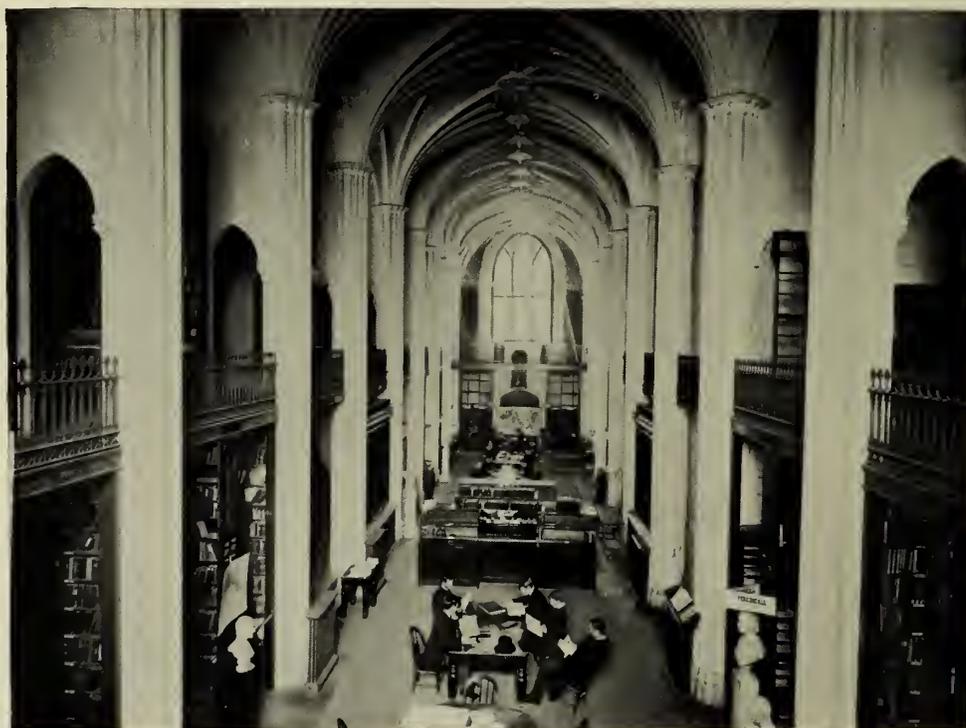
UNIVERSITY LIBRARY — GORE HALL

In the year 1897, the total number of volumes belonging to the University was 505,000, besides nearly as many unbound pamphlets. The annual increase was 17,317 volumes. The following table shows in detail the extent of the collections in 1896:

	Volumes	Pamphlets
Gore Hall (College Library) . . .	345,206	342,996
Law School	37,909	4,326
Lawrence Scientific School	4,790	14
Divinity School	27,107	5,541
Medical School	2,134
Museum of Zoölogy	30,555	1,800
Astronomical Observatory	8,267	11,483
Botanic Garden (Herbarium)	7,114	4,506
Bussey Institution	3,600	100
Peabody Museum	1,755	2,321
Arnold Arboretum	5,490	5,936
	473,927	379,023

The Library ranks third in extent in America, being surpassed by the Library of Congress and the Boston Public Library only. In 1895-96, \$17,131 was spent on books for Gore Hall. The average annual payment for serials and continued publications has reached \$6666. But although the number of volumes has more than doubled in twenty years, the income from funds for the purchase of books has increased by only \$1200. The total expenses of the Library last year were \$106,032.40, against \$46,711.19 for receipts. Of late years laboratory and departmental libraries have sprung up, there being now seven of the former and seventeen of the latter. Each of these has a permanent collection of books, given to it, or bought by special subscriptions.

This is not the place for describing even a few of the many treasures possessed by the Library. It has one of the largest collections of maps in the world. It has many valuable



LIBRARY READING-ROOM PRIOR TO 1896

manuscripts. It has such precious autographs as Shelley's "Skylark," Thackeray's "Roundabout Papers," and Burns's "Scots wha hae wi' Wallace bled." It has unique collections covering special subjects, such as angling, Nihilism, etc. But its great aim is, properly, to supply the students of the University with all the tools of knowledge contained in printed books.

For many years until 1894, the Library published quarterly a "Bulletin," giving a list of recent acquisitions and records of the current meetings of the Corporation and Overseers. It now issues at irregular intervals a series of "Bibliographical Contributions." The "University Catalogue," formerly edited by an assistant at the Library, has since 1893, been in charge of the Publication Agent, an officer who superintends the official printing of the University, and the distribution of its pamphlets and announcements. He also prepares the "Calendar,"

issued weekly during the College year, and containing lists of meetings, lectures, religious services, etc. The "Quinquennial Catalogue" has an editor of its own. From 1700 to 1880 this list of alumni appeared triennially; since 1890 the Latin which was formerly used in it, has been replaced by English.¹

Besides these publications, various departments of the University publish from time to time monographs or transactions of their own. These are: The Harvard Oriental Series,



GORE HALL FROM MASSACHUSETTS AVENUE

vols. i-iii issued; The Harvard Studies in Classical Philology, eight vols. issued; Studies and Notes in Philology and Literature (Modern Language Departments), five vols. issued; Harvard Historical Studies, printed from the income of the Henry Warren Torrey Fund, three vols. issued; "Quarterly Journal of Economics," in its twelfth year; Annals of the Observatory of Harvard College, thirty-three vols. issued; Bulletin of the Museum of Comparative Zoölogy, twenty-nine vols., and Memoirs, twenty-two vols.; Contributions from the Zoölogical Laboratory, seventy-one numbers issued; Peabody Museum of American Archæology, twenty-five Annual Reports, five numbers of Papers, one volume of Memoirs.

¹ The earliest known catalogue of graduates is dated 1674; the next, 1682. Down to the Revolution Masters of Arts were called "Sirs," and so appear in the early catalogues. The terms Senior and Junior *Sophisters* were dropped in 1850.

BOOK III

STUDENT LIFE

CHAPTER I

COMMONS

AN adequate account of the life of the students at Harvard, from generation to generation, would be very interesting, but sufficient material is lacking. I shall attempt to present, however, as briefly yet satisfactorily as possible, the records I have found, and I shall present them chronologically and topically, so that the reader who so desires can trace the growth of undergraduate conditions, and compare those of one period with those of another. The development of the College, as we have seen, has been from a state of subservience to civil and religious authority to a state of independence; a similar process is illustrated in the development of student life. Students were originally treated like school-boys; they are now treated like men, hampered as little as is practicable by academic police regulations; and one of the most valuable lessons they now learn at the University is that of self-dependence, whereby they build up their character and fit themselves for their battle with the world.

But the designers of the "schoole at Newtowne" had no such ideal in view. They were themselves members of an austere community, and undertook collectively to admonish, correct and punish any individual member who might be deemed delinquent; and they imposed on their seminary a system similar to that by which adult lives were guided. If we bear in mind that Harvard was, for many years after its founding, a theological seminary, in which the scholars were mere boys, we shall understand the principles by which its discipline was framed. In the great European Universities of the Middle Age, at Bologna, Padua and Paris, the students were often the masters, and the Faculty were the servants; but at Harvard the relations were reversed; the Faculty stood *in loco parentis* to the undergraduate, and brooked no question of their authority. The Faculty provided not only lodging and board for the student, but directed his worship and his recreation with the same severity as his studies; he was a member of a large family, in which the President or Tutor assumed the rôle of father, and believed, like most fathers at that time, that the child should not be spoiled from too sparing an application of the rod.

First in importance in an account of student life, excepting, of course, education, which has already been sketched, is the history of Commons. And from the very beginning of Harvard College, complaints of bad fare reach us. When Eaton and his wife were examined in regard to their conduct at this Seminary (1637-39) the latter confessed that she had provided very scantily for the students. Their breakfast, she deposed, "was not so well ordered, the flower not so fine as it might, nor so well boiled or stirred." Beef was allowed them, but she never gave it, and she was stingier in her husband's absence than in his presence. She denied them cheese when they sent for it, and although she had it in the house; "for

which," she said, "I shall humbly beg pardon of them, and own the shame, and confess my sin. . . . And for bad fish, that they had it brought to table, I am sorry that there was that cause of offence given them. I acknowledge my sin in it. And for their mackerel, brought to them with their guts in them, and goat's dung in their hasty pudding, it's utterly unknown to me; but I am much ashamed it should be in the family, and not prevented by myself or servants. . . . And that they made their beds at any time, were my straits never so great, I am sorry they were ever put to it. For the Moor his lying in Sam Hough's sheet and pillow-bier, it hath a truth in it; he did so one time, and it gave Sam Hough just cause of offence. . . . And that they eat the Moor's crusts, and the swine and they had share and share alike, and the Moor to have beer, and they denied it, and if they had not enough, for my maid to answer, they should not, I am an utter stranger to these things, and know not the least footsteps for them so to charge me. . . . And for bread made of heated sour meal, although I know of but once that it was so, since I kept house, yet John Wilson affirms it was twice; and I am truly sorry that any of it was spent amongst them. For beer and bread, that it was denied them by me betwixt meals, truly I do not remember that ever I did deny it unto them; and John Wilson will affirm, that generally, the bread and beer was free for the boarders to go unto. And that money was demanded of them for washing the linen, it's true it was propounded to them, but never imposed upon them. And for their pudding being given the last day of the week without butter or suet, and that I said it was miln of Manchester in Old England, it's true that I did say so, and am sorry they had any cause of offence given them by having it so. And for their wanting beer betwixt brewings, a week or a half a week together, I am sorry that it was so at any time, and should tremble to have it so, were it in my hands to do so again."¹

Eaton and his wife were discharged and heavily fined, but the students still continued to live at Commons, where the fare improved. Parents paid for their sons' schooling in produce and kind, whereby the larder was better stored. On the Steward's book we have entries of "a barrel of pork," "a old cow," "turkey henes," "two wether goatts," "a bush. of parsnapes," "a ferkinge of butter," "a red ox," "appelles," "a ferking of soap," "rose watter," "three pecks of peasse," "beaffe," "fouer shotes from the farm," "tobacko," etc.; which were doubtless applied to the use of the students.

"The Laws, Liberties and Orders of Harvard Colledge" (1642-46), adopted under President Dunster, state that no scholar shall "be absent from his studies or appointed exercises above an hour at morning bever, half an hour at afternoon bever, and hour and a half at dinner, and so long at supper." The "morning bever" was eaten in the buttery, or in the student's chamber; the "afternoon bever" came at about four o'clock, between dinner and supper, which were served in the hall. Dunster also drew up (1650) a series of rules for the regulation of the students' diet. The Steward was required to give notice to the President when any student was indebted for more than £2 for his board, in order that the youth might be sent to his friends, "if not above a day's journey distant." The Steward was also forbidden "to take any pay that is useless, hazardful or imparting detriment to the college, as lean cattle to feed." It was decreed further that "WHEREAS young scholars, to the dishonor of God, hindrance of their studies and damage of their friends' estate inconsiderately and intemperately are ready to abuse their liberty of sizing [extra food or drink ordered from the buttery] besides their commons; therefore the Steward shall in no case permit any

¹ *Harvard Book*, ii, 78, 79.

Students whatever, under the degree of Masters of Art, or Fellows, to expend or be provided for themselves or any townsmen any extraordinary commons, unless by the allowance of the President, or two of the Fellows, whereof their Tutor always to be one, or in case of manifest sickness, pre-signified also unto the President, or in case of a license, of course granted by the President to some persons whose condition he seeth justly requires it."

The steward and cook must keep their utensils "clean and sweet and fit for use;" but they were not "bound to keep or cleanse any particular scholar's spoons, cups or such like, but at their own discretion." A scholar who "detained" any vessel belonging to the College was fined three pence. No scholars were permitted to go into "the butteries or kitchen, save with their parents or guardians, or with some grave and sober strangers; and if they shall presume to thrust in, they shall have three pence on their heads." At meals the scholars must sit orderly in their places, and none must rise or go out of the Hall without permission before thanksgiving be ended. Finally, the Butler should receive ten shillings on September 13th, and ten more on December 13th, "toward candles for the Hall for prayer time and supper, which, that it may not be burdensome, it shall be put proportionably upon every scholar who retaineth his seat in the Buttery."

In early times the position of Steward and Butler were both filled by graduates; and some of the students waited on table, for which they were paid. William Thomson, for instance, of the Class of 1653, received quarterly one pound "for his services in the Hall;" Zechariah Brigden (Class of 1657) was given for "ringinge the bell and waytinge, £1 2s.;" and John Hale, of the same class, received for "waytinge and his monitor-work £2 11s."

Dunster's rules remained in vigor, with occasional modifications, down to 1734. Judge Sewall states that in 1674, a student was punished for "speaking blasphemous words," by being obliged "to sit alone by himself uncovered at meals during the pleasure of the President and Fellows;" from which we infer that it was then customary to have the head covered while eating. Order was maintained by the presence of the Tutors at Commons; and the Corporation, or Overseers, frequently fixed the price which the Steward and Butler might charge for their food and liquors. Thus, in October 1715, the latter was prohibited from taking more than two pence a quart for cider until the 1st of February.

That students lodged outside of the College buildings seems to have been an early practice, necessitated by the lack of sufficient accommodations in the Halls; and that some of those who lodged in the Halls boarded outside is evident from the order passed in 1724, to compel all such scholars, graduates and undergraduates to eat at Commons, unless the President and a majority of the Tutors granted them leave to do otherwise. This rule was the source of much trouble, and was long resisted. A visiting committee of the Overseers reported in 1732, that this rule ought to be enforced; that students and graduates should be prevented "from using punch, flip and like intoxicating drinks," and "that Commons be of better quality, have more variety, clean table-cloths of convenient length and breadth twice a week, and that plates be allowed."

New laws, consonant with these recommendations, were passed in 1734. Students, in order to "furnish themselves with useful learning," must "keep in their respective chambers, and diligently follow their studies, except half an hour at breakfast, at dinner from 12 to 2, and after evening prayers till nine of the clock." Breakfast, or "morning bever," was

still served at the Buttery, and eaten usually in the student's chamber. No resident in the College might "make use of any distilled spirits or of any such mixed drinks as punch or flip in entertaining one another or strangers;" and no undergraduate might "keep by him brandy, rum or any other distilled spirituous liquors," or send for them without leave from the President or a Tutor. The clean linen cloths, of suitable length and breadth, and pewter plates were furnished by the College; but the plates were to be maintained at the charge of the scholars. Section 3, Chapter V, of these laws runs as follows: "The waiters, when the bell tolls at meal-times, shall receive the plates and victuals at the kitchen-hatch, and carry the same to the several tables for which they are designed. And none shall receive their commons out of the Hall, except in case of sickness or some weighty occasion. And the Senior Tutor or other Senior scholar in the Hall shall crave blessing and return thanks. And all the scholars, while at their meals, shall sit in their places and behave themselves decently and orderly, and whosoever shall be rude or clamorous at such time, or shall go out of the Hall before thanks be returned, shall be punished by one of the Tutors not exceeding five shillings."

The Buttery came to be a recognized department of the College, where students could purchase provisions, beer, cider and other extras, in order that they might have no excuse for frequenting the public-houses and taverns in the town. The butler was authorized to sell his wares at an advance of fifty per cent. beyond the current price, and from this profit he derived a part, if not all, of his salary. He and the cook were enjoined to keep their utensils clean, to scour the kitchen pewter twice every quarter, and the drinking vessels once a week or oftener. Among the other duties of the butler, he was required to "wait upon the President at the hours for prayer in the Hall, for his orders to ring the bell, and also upon the Professors for their lectures, as usual;" to "ring the bell for Commons according to custom, and at five o'clock in the morning and nine at night;" to "provide candles for the Hall," and to "take care that the Hall and the entry adjoining be swept once a day and washed at least once a quarter, and that the tables and forms be scoured once a week (except in the winter season, when they shall be scoured once in three weeks, or so often as the Tutors shall require it)."

Despite these explicit regulations and the fines mulcted for the infringement of them, there were frequent cases of grumbling and disobedience on the part of the students, and of neglect or of undue parsimony on the part of the Butler and Steward. Before 1747, permission to board in private families was generally granted, whereat the Overseers were displeased and voted that it would be "beneficial for the College that the members thereof be in Commons." After a struggle lasting more than two years the Steward, to whose mismanagement and "scrimping" the students' discontent was attributed, was discharged and a new one appointed. That same year (1750) the Corporation voted "that the quantity of Commons be, as hath been usual, viz.: two sizes of bread in the morning; one pound of meat at dinner, with sufficient sauce (vegetables), and half a pint of beer; and at night that a part pie be of the same quantity as usual, and also half a pint of beer; and that the supper messes be of four parts, though the dinner messes be of six." The Overseers persisted in their recommendation that all students be compelled to board at Commons; the Corporation, on the contrary, deemed that so sweeping a law would be unwise. But the former in 1757, passed a resolution that it would contribute to the health of the students, "facilitate their studies and prevent extrav-

agant expense," if they "were restrained from dieting in private families;" and as an inducement, it was further voted "that there should be pudding three times a week, and on those days their meat should be lessened." In 1760, the Corporation prohibited students "from dining or supping in any house in town, except on an invitation to dine or sup *gratis*;" but this law could hardly be strictly enforced, because many students had still, through lack of accommodations in the Halls, to lodge outside, and some of these probably continued to "diet" at private houses. In July 1764, the Overseers recommended that no student should be allowed to breakfast in the town; that breakfast be thenceforth furnished at Commons; that either milk, tea, chocolate or coffee be provided; and that students, if they preferred, might prepare their breakfast in their own chambers, but might not eat it in one another's chambers. The completion of Hollis Hall in 1764, enabled most of the students to lodge in the College, and they, together with all Professors, Tutors and graduates, were obliged to board at Commons. There was a rebellion in 1766, caused partly by the refusal of the College officers to grant excuses for absence from prayers, and partly by the poor quality of the food; among other grievances the Steward had served bad butter for many weeks past.

Of the fare previous to this time, Dr. Holyoke (Class of 1746) said: "Breakfast was two sizings of bread and a cue of beer; evening Commons were a pye." Judge Wingate (Class of 1759) wrote: "As to the Commons, there were in the morning none while I was in College. At dinner we had, of rather ordinary quality, a sufficiency of meat of some kind, either baked or boiled; and at supper we had either a pint of milk and half a biscuit, or a meat pye or some other kind. [Commons] were rather ordinary, but I was young and hearty and could live comfortably upon them. I had some classmates who paid for their Commons and never entered the Hall while they belonged to the College. We were allowed at dinner a cue of beer, which was half a pint, and a sizing of bread, which I cannot describe to you. It was quite sufficient for one dinner." Before breakfast was regularly served at Commons, there was much disorder in getting the morning or the evening "bever" at the buttery-hatch. In the *mêlée* the bowl of milk or chocolate might be upset, and "sometimes the spoons were the only tangible evidence of the meal remaining."

During the Revolutionary War new difficulties interfered with the satisfactory management at Commons. This was one of the grievances adduced by the students when they petitioned the General Court to be moved back from Concord to Cambridge. In August 1777, the Corporation, in order "that the charge of Commons may be kept as low as possible, *Voted*, that the Steward shall provide at the common charge only bread or biscuit and milk for breakfast; and, if any of the scholars choose tea, coffee or chocolate for breakfast, they shall procure these articles for themselves, and likewise the sugar and butter to be used with them; and if any scholars choose to have their milk boiled, or thickened with flour, if it may be had, or with meal, the Steward, having seasonable notice, shall provide it; and further, as salt fish alone is appointed . . . for the dinner on Saturdays, and as this article is now risen to a very high price, and through the scarcity of salt will probably be higher, the Steward shall not be obliged to provide salt fish, but shall procure fresh fish as often as he can." In 1783, the Faculty voted that in future no students should "size" breakfasts in the kitchen, nor take their dinner from the kitchen on Lord's Days.

In 1790, a new code of College Laws was published, in which the old prohibition against dining or supping with townspeople (except *gratis*) was reiterated and, among other things,

students were required to give notice to the Steward on the first Friday of each month what they wished for breakfast during the month. The fine for eating out of Commons was one shilling, raised in 1798, to twenty cents. At Commons the students sat at ten tables, in messes of eight on each side. The Tutors and Seniors occupied a platform raised eighteen or twenty inches. Down to 1771, the custom prevailed of placing students according to the rank of their families, the lists, written in a large German text, being hung up in the Hall, and those students who belonged to the "first" families had the privilege of helping themselves first at table. The waiters were students, were paid for their services, and generally respected by their classmates. Boiled meat was served on Monday and Thursday, roast meat on the other days; each person had two potatoes, which he must peel for himself. "On 'boiling days' pudding and cabbage were added to the bill of fare, and, in their season, greens, either dandelion or the wild pea." Cider had taken the place of beer at meals, each student being allowed as much as he wished. "It was brought to the table in pewter quart cans, two to each mess. From these cans the students drank, passing them from mouth to mouth, as was anciently done with the wassail bowl."¹

Of course, complaints never ceased. At one time the butter was "so bad that a farmer would not take it to grease his cart-wheels with." At other times, when the Steward had furnished, for the sake of economy, nothing but veal or lamb for weeks together, the students would assemble outside the buttery and set up a concerted bleating and baaing, as a hint for him to vary their diet. In 1790, the Steward became one of the financial officers of the College, and his purveyor's duties were transferred to the Butler and Cook.² In order to prevent the students from "resorting to the different parts of luxury, intemperance and ruin," the Buttery was made "a kind of supplement to the Commons," where they could procure, "at a moderate advance on the cost, wines, liquors, groceries, stationery, and in general such articles as it was proper and necessary for them to have occasionally, and which, for the most part, were not included in the Commons fare. The Buttery was also an office where, among other things, records were kept of the times when the scholars were present and absent." In 1801, the Buttery was abolished, it having for some time previous "ceased to be of use for most of its primary purposes. The area before the entry doors . . . had become a sort of students' exchange for idle gossip, if nothing worse. The rooms were now redeemed from traffic, and devoted to places of study. . . . The last person who held the office of Butler was Joseph Chickering, a graduate of 1799."

The handing out of supper from the kitchen-hatch was the source of constant disturbances; but the Faculty made a long struggle to preserve this ancient custom. At last, however, after repeated failures they desisted, and from the year 1806, supper was served regularly at Commons in the Hall. A record of the Faculty for August 31, 1797, is worth quoting: "The time of the Butler's Freshman being greatly taken up with the public duties of his station, and with the private concerns of the Buttery, and his task being laborious, *Voted*, That in the future the Butler's Freshman be excused from cutting bread in the kitchen, and that it be cut by the servants in the kitchen." In 1807, discontent over Commons led to one of the liveliest rebellions in the history of the College; among other violent acts a student named Pratt at dinner did "publicly in the Hall insult the authority of the College by hitting one of the officers with a potatoe." That same year the Professors, Tutors, the Librarian, graduates and undergraduates

¹ Hall's *College Words and Customs*, 1850, p. 75.

² In 1872 the title of Steward, who had long been the Treasurer's agent at Cambridge, was changed to Bursar.

were required to take all their meals at Commons, but the fare seems not to have improved. In 1819, a row occurred in Commons between the Sophomores and Freshmen, which caused many suspensions, and furnished the theme of the mock-heroic poem, "The Rebelliad." Four years earlier Commons had been removed from Harvard Hall to the just-completed University Hall, where they were held till their abolition in 1849. In 1818, the wages of the waiters were reduced; each waiter received board *gratis* for three-quarters of the time during which he was in service. In 1823, the "Master of the Kitchen" was directed to furnish no more cider at breakfast or supper; and the next year wine was denied at the Thanksgiving Dinner. In 1825, students who obtained permission might board at a private house; but they might not lodge outside of the College unless the Faculty approved. President Quincy purchased in England plate to be used at Commons, each article having the College seal: during the Civil War this service was sold, being bought chiefly by the alumni, who thus secured mementoes of an obsolete phase of Harvard life. After 1842, the College renounced responsibility for Commons, which was assumed by a contractor, who rented the rooms in University and provided the food. At length, in 1849, Commons were abolished, as they had come to be patronized by less than one-sixth of the whole number of students residing at the University. "This state of things," says President Sparks, in his report for that year, "afforded a clear indication that, whatever advantages may have been derived from this arrangement in former times, it was no longer necessary. It was resolved, therefore, . . . to leave the students to procure their board in such private houses as they might select. . . . The experiment has now been tried for one term, and with such success as to make it improbable that the Commons will again be revived."

It cannot be denied, however, that the system, in theory at least, was a good one, for it provided food at moderate rates to a large number of students. The trouble was that, in the effort to economize, the quality of the food was poor, and the quantity scanty; so that while poor students might tolerate it for the sake of getting a college education, those who came from more prosperous families were inevitably dissatisfied. And with the increase of prosperity throughout the country the number of well-to-do students naturally exceeded that of the poor. For fifteen years, therefore, the students boarded at private houses, either singly or in clubs, except that in 1857, the College conducted a restaurant at the old Brattle House. In 1864, Dr. A. P. Peabody interested Nathaniel Thayer in the subject of students' board, which now cost more than some of those whose means were small could well afford to pay, and Mr. Thayer offered \$1000 towards the re-organization of Commons. The old railroad station (situated near the site of the present Law School) had been bought by the College, one of its rooms being then occupied by the *Regina Bonarum*, or "Queen of the Goodies," as the head bed-maker was nicknamed by the students. The Corporation consenting, this building was properly fitted up, and the Thayer Dining Club ate in it, beginning in 1865. The number of students who desired to partake of the Club's Commons soon exceeded the capacity of the rooms; and Mr. Thayer contributed \$5000 (to which some other subscribers added \$2000) to build an addition. The management of the Club was left to its members, under the supervision of a Faculty committee of three. Upon the completion of Memorial Hall the Thayer Club was expanded into the Dining Association, and in the autumn of 1874, Commons were removed to Memorial Hall, where they have ever since been held. The Association consists of a President, Vice-President and of two Directors from each School and each College Class; the President and Vice-President are elected by a general vote, the Directors by a vote of the members of their School or

Class who belong to the Association. No wine, beer or other alcoholic drinks, and no tobacco may be used in the Hall. Dinner, originally served at 2 P. M., is now served from 5.30 to 6.30; breakfast, from 8 to 9; lunch, from 12.30 to 1.30. The price of board is charged on the students' term-bills. The number of boarders at Memorial Hall is now 1120, and as there are usually many more applicants than can be seated these must wait for vacancies to occur. The food is unquestionably much better than was ever supplied by the old Commons, and, although grumbling is frequently heard, the majority of the students appreciate the advantages they enjoy. Thus the difficult problem of feeding the students has been successfully solved; they control the management of Commons, and can therefore provide such fare as the majority



MEMORIAL HALL DINING-ROOM

desire, while the College, as is right, keeps the accounts. In 1889, the Foxcroft Club was organized, where students can procure *à la carte*, plain food at even cheaper rates than at Memorial Hall—thirty-five cents a day being sufficient to satisfy an economical student of small appetite. The Club numbers in 1897 over four hundred members, and has already reached the utmost limits of its capacity. Probably as many more men would be glad to use its privileges, if they could.

In conclusion, I will set down for purposes of comparison, the price of food at Commons, at different periods. In 1664-65 it was about 75 cents per week; in 1765, \$1.22; in 1805, \$2.24; in 1806, \$1.89; in 1808, \$1.75; in 1833, \$1.90; in 1836, \$2.25; in 1840, highest, \$2.25, lowest, \$1.75; in 1848, highest, \$2.50, lowest, \$2; from 1864 to 1890 the price at Commons and Memorial Hall has varied from about \$3.75 to \$4.25; Foxcroft Club (1897), lowest about \$2.50. The cost of board in private houses, or at "Club tables," has always been dearer than at Commons. A member of the Class of 1846, tells me that in his time excellent fare was

furnished for three dollars per week, and more than four dollars was considered an extravagant price. At the present time private board may be had at from five dollars to eight dollars per week. It will be seen that at present Memorial Hall and the Foxcroft Club, although overcrowded, are able to accommodate only about half of the students who are registered in Cambridge. The other half have to rely on the boarding-houses managed by private persons.

A word may here be said concerning the common rumor that "Harvard is the rich man's college." Like many other rumors, this is not true. The necessary expenses of a student have by no means kept pace with the advance in the treasures and privileges which every student of Harvard may share. The tuition for which the student pays \$150 a year

costs the College difference re-
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FOXCROFT HOUSE

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The Class Report
of 1894, shows that
seventy out of
seventy men heard

from partly supported themselves by remunerative work during their academic course. Of these three hundred and seventy, sixty-eight spent less than \$500 a year; eighty-nine spent from \$500 to \$700; eighty-three from \$700 to \$1000; eighty-three spent more than \$1000; four spent more than \$2000; one spent above \$3000. Doubtless, even the more economical students live more luxuriously now than richer men lived thirty years ago; doubtless, also, one sees an occasional dog-cart or polo pony, and there are several private dormitories fitted out especially for the rich: but the poor student never had such excellent opportunities at Harvard as now, and the proportion of poor or moderately well off students to the affluent has constantly increased.

CHAPTER II

PRAYERS

THE history of the religious services in the College, like the history of Commons, deals with a very interesting side of student life. Enforced attendance at prayers was the cause of almost as many rebellions and protests as was scanty food in the Hall. The writer on

this subject in "The Harvard Book," states thus concisely the various places where the religious exercises at Harvard have been held: "Originally religious services were held by each class in their Tutor's room; afterwards all the students came together in Commons Hall or the Library; and later an apartment in the old Harvard Hall was used as a Chapel. In 1744, Holden Chapel was erected, which was a building of one story, entered by the door at the western end, the seats of which, with backs, were ranged one above another, from the middle aisle to the side walls. Soon after 1766, a room on the lower story of the new Harvard Hall was taken for devotional exercises. Here likewise the seats rose one above another, the Freshmen occupying those in front, the Sophomores sitting behind them, the Juniors and Seniors coming next; while on either side of the desk, which was at the end nearest the street, were seats for the instructors and others."

in exile at Concord were held there in the in the meeting-house. University Hall, services in the upper part of when Appleton Chapel since served for both day worship of the

From the earliest attended the First Parish This was rebuilt in 1756 of College Yard, near the Law School), and an tween the Corporation ers, by which the front students, and a pew on and his family; and the to pay one-seventh of the all future repairs, had on Commencements and soon found that the stu-

contribution box that in 1760, the Corporation voted "that the box should not be offered (ordinarily) on the Lord's Day to the Scholars' Gallery, but that instead they should be taxed towards the support of the ministry, in each of their quarterly bills, nine pence lawful money." In 1816, the connection between the College and the First Parish Church was severed, and the Sunday worship of the students was conducted in the Chapel in University Hall by officers of the Divinity School. The Church was taken down in 1833, when its successor, the present First Church, was erected.

Since the College was originally a seminary, founded by a church-going people for the especial purpose of training up youths to become ministers, it is not surprising that the rules concerning prayers and worship were strict. In President Dunster's time it was required that, "Every Scholar shall be present in his Tutor's chamber at the 7th hour in the morning, immediately after the sound of the Bell, at his opening the Scripture and prayer, so also at the 5th hour at night, and then give account of his owne private reading. Every one shall so exercise



FIRST CHURCH

While the College was (1775-76), recitations court-house, and prayers On the completion of were held in the Chapel that building, until 1858, was erected, and has the week-day and Sun-College.

time the students had Church on Sundays. (on the southwest corner present site of the old agreement was made be and the First Parishion-gallery was reserved for the floor for the President College, having agreed cost of the building and also the right to use it public occasions. It was dents put so little into the

himself in reading the Scriptures twice a day, that he shall be ready to give such an account of his proficiency therein, both in Theoreticall observations of the Language, and Logick, and in Practicall and Spiritual truths, as his Tutor shall require, according to his ability; seeing the entrance of the word giveth light, it giveth understanding to the simple. *Psalms* cxix, 130." "The Laws, Liberties and Orders" adopted at that time (1642-46) also state, § 5: "In the public church assembly, they shall carefully shun all gestures that show any contempt or neglect of God's ordinances, and be ready to give an account to their Tutors of their profiting, and to use the helpe of storing themselves with knowledge, as their Tutors shall direct them. And all Sophisters and Bachelors (until themselves make common place) shall publicly repeat sermons in the Hall, whenever they are called forth." And again, § 14: "If any Scholar, being in health, shall be absent from prayers or lectures, except in case of urgent necessity, or by leave of his Tutor, he shall be liable to admonition (or such punishment as the President shall think meet), if he offend above once a week."

The President himself conducted the daily services in the Hall. The undergraduates translated in the morning the Old Testament from Hebrew into Greek, and in the evening, they translated the New Testament from English or Latin into Greek; but Freshmen were allowed to use the English Bible. After this reading the President expounded the passages read, and then closed with prayer. Once President Rogers's prayer was much shorter than usual. "Heaven Knew the Reason!" wrote Cotton Mather; "the scholars, returning to their Chambers, found one of them on fire, and the Fire had proceeded so far, that if the Devotions had held three Minutes longer, the Colledge had been irrecoverably laid in Ashes, which now was happily preserved." The task of translating was not popular, and students shirked it as often as they dared. In 1723, it is reported that the attendance by Tutors and graduates at prayers was good, but not at the readings; but that the undergraduates attended both. In 1795, it was ordered that the students during the prayer and at the blessing should stand facing the desk, but that they should sit during the reading from the Scriptures.

The morning service was for a long time the occasion when students made a public confession of misconduct, and when the President announced the names of those who were to be punished by degradation, admonition or expulsion. Many records of these confessions are preserved. I quote a few. President Leverett's *Diary*, under date of November 4, 1712, reads: "A. was publickly admonish'd in the College Hall, and there confessed his Sinful Excess, and his enormous profanation of the Holy Name of Almighty God. And he demeaned himself so that the Presid^t. and Fellows conceived great hopes that he will not be lost." Again, March 20, 1714, Leverett says of Larnel, an Indian who had been dismissed: "He remained a considerable time at Boston, in a state of penance. He presented his confession to Mr. Pemberton, who thereupon became his intercessor, and in his letter to the President expresses himself thus: 'This comes by Larnel, who brings a confession as good as Austin's (St. Augustine), and I am charitably disposed to hope it flows from a like spirit of penitence.' In the public reading of his confession, the flowing of his passions were extraordinarily timed, and his expressions accented, and most peculiarly and emphatically those of the grace of God to him; which indeed did give a peculiar grace to the performance itself, and raised, I believe, a charity in some, that had very little I am sure, and ratified wonderfully that which I had conceived of him. Having made his public confession, he was restored to his standing in the College." Tutor Flynt writes in his *Diary*, November 4, 1717: "Three

scholars were publicly admonished for thieving and one degraded below five in his class, because he had been before publicly admonished for card-playing. They were ordered by the President into the middle of the Hall (while two others, concealers of the theft, were ordered to stand up in their places, and spoken to there). The crime they were charged with was first declared, and then laid open as against the law of God and the House, and they were admonished to consider the nature and tendency of it, with its aggravations; and all, with them, were warned to take heed and regulate themselves, so that they might not be in danger of so doing for the future; and those who consented to the theft were admonished to beware, lest God tear them in pieces according to the text. They were then fined, and ordered to make restitution two-fold for each theft." President Wadsworth relates that the public confession of B., who had been engaged in disorder, was read in the Hall, after morning prayer, June 29, 1727. "But such a disorderly spirit at that time prevailed, that there was not one undergraduate in the Hall besides B., and three Freshmen; there were also the President and the two Senior Tutors, but not one Graduate Master or Bachelor besides them. When the Scholars, in thus absenting from the Hall, refused to hear a confession of, or admonitions against, the aforesaid disorders, it too plainly appeared that they had more easy and favorable thoughts of those disorders themselves than they should have had; the Lord, of his Infinite grace in Christ, work a better temper and spirit in them." As late as May 26, 1786, there is record of a public confession in the Chapel.

Prayer was held at six in the morning. In 1731, a schedule of fines for absences, tardiness and misbehavior at Chapel was adopted. Rebellions frequently broke out, but the regulations were enforced. After prayer there were recitations until breakfast, at half-past seven—a rule which caused some of the students to take their text-books to Chapel, and to study them clandestinely during the service. In 1773, it appearing that the custom was slighted of repeating on the "Lord's Day evening" the heads of the sermons on the previous day, the Overseers proposed that one of the students should read aloud a discourse, which would not only foster piety, but also encourage "just and graceful elocution." Then declamations were made after evening prayers, as appears by an entry in the *Diary* of J. Q. Adams: "March 24, 1786. After prayer I declaimed, as it is termed; two students every evening speak from memory any piece they choose, if it be approved by the President."

At the beginning of the year the first three members of the Sophomore Class read on successive Mondays, after evening prayers, the so-called "Customs" to the Freshmen, who were required to listen with decency. J. Q. Adams, in his *Diary* for March 26, 1786, says: "After prayer, Bancroft, one of the Sophomore Class, read the Customs to the Freshmen, one of whom (McNeal) stood with his hat on all the time. He, with three others, were immediately *hoisted* (as the term is) before a Tutor and punished. There was immediately after a class meeting of the Freshmen, who, it is said, determined they would hoist any scholar of the other classes, who should be seen with his hat on in the Yard, when any of the Government are there."

From an early period practical jokes were played upon the minister. In 1785, the College Bible was missing, and also two Indian images which stood on the gate-posts of a Cambridge resident. All these were found by a Tutor in a room of a student, who was reading the Bible in loud tones to the images. "What is the meaning of this

noise?" asked the Tutor angrily. "Propagating the gospel among the Indians, sir," was the student's calm reply. In winter the pulpit was lighted by candles, and sometimes mischievous students bored holes in these, and filled them with powder, which, when the flame reached it, put out the lights. At another time, flat pieces of lead inserted in the candles, produced the same result. Many were the assaults made on the College bell, in the endeavor to prevent its ringing for prayers. Once the monitor who marked absences was locked in his room, but he found out the culprits, and marked them only as absent. When Ashur Ware, who hesitated in his speech, conducted the service, the students used to sneeze, making the sound *A-a-shur, A-a-shur-ware*. "Pull-crackers" being fastened to the lids of the Bible, they exploded when it was opened, whereupon President Kirkland reproved the students so earnestly, that many of the students went out saying, "That's right," "The President's right." Dr. Kirkland used to be summoned to prayers by the Regent's Freshman, who rang the bell morning and evening. Once, when Edward Everett was President, the gate which led from the enclosure of Wadsworth House was nailed up, so that he had to go round in order to reach the Chapel in University Hall. He was so incensed, that he lectured the students, using as a text Dante's appeal to Florence, "What have you done to me?" Everett's lack of humor, which prevented him from seeing the disproportion between the annoyance he had suffered and the treatment Dante received from the Florentines, was not lost on some of his hearers. Many efforts were made to secure more reverence at the services, but they often failed. And no wonder, when we remember that, besides the usual ceremony, it was the custom for each Divinity student, who was a beneficiary of the Hopkins Fund, to read four theological dissertations, each ten minutes long, after evening prayers. "In one year the undergraduates were required to listen to thirty-two such dissertations, among which were an English essay on 'Ejaculatory Prayer,' and a Latin disquisition on 'The Hebrew Masoretic Points.'" Absences were announced in Latin every Saturday, and excuses were given in Latin. Common excuses were, "*semel ægrotavi*," "*bis invalui*," "*detentus ab amicis*," "*Ex oppido*," and "*tintinnabulum non andivi*." One Freshman, charged with three absences, replied, "*Non ter, sed semel abfui; Carolus frater locked me up in the Buttery*." Once (April 18, 1821) only three students appeared at prayers, which were, nevertheless, conducted as usual: the rest of the College had gone the preceding evening to see Kean act in Boston, and a heavy snow-storm had prevented their return.

President Quincy was absent from prayers only twice during the sixteen years of his administration, and then he was detained in court as a witness. He sat directly in front of the organ, on the west side of University Hall, opposite the minister; and whenever, after the services he had an address to make, he would read it from manuscript. Henry Ware, Sr., then conducted morning, and his son evening prayers. In 1831, a charge of sectarianism was raised against the form of services, but a member of the Corporation replied that the "objection is not that they *contain* sectarianism, but that they *omit* sectarianism." Statistics prepared in 1830, show that during the preceding year, absences, excused and unexcused, of the Senior Class averaged only two a week for each individual. Excuses were then granted by the President, but in 1844, President Quincy required that every minor must "bring a written excuse from his parent, guardian or physician. This brings him continually under domestic surveillance, and gives the Faculty of the College evidence of the reality of his excuse of the most unquestionable authenticity." From that time, therefore, we may probably date the first flow of that

stream of "doctor's certificates" and parental excuses, which flooded "the office" every Monday morning, until, by the abolition of compulsory attendance, the need of those documents ceased. Disturbances were usually greater at evening than in the morning, perhaps because the spirit of mischief was not wholly aroused in those who got out of bed, drew on boots and overcoat, and ran to Chapel at six o'clock A.M. That was the hour for prayers, except in winter, when they came at seven o'clock. No occasion was lost for shuffling or stamping with the feet, until at last the long seats were replaced by settees, so that the monitors could see who made the noise. The Bible was stolen in 1831 and in 1852, and again in 1863. In 1852, it was sent by express to the Librarian of Yale College, who had it returned to Harvard. On one of the fly-leaves the following inscription was found: *Hoc Biblvn raptvm vi a pulpite Harvard Coll. Chapelli Facvltati Yali ab Harv. Coll. vndergradvatibvs donatvr rewardvm meriti et lenitatis in expellando sophomores XXV fvr et receptor idem in vestro librarivnculo retinete : coveres servamvs in vsvm chessboardi pro Helter Skelter Clvb.*

During President Walker's term (1853-60) evening prayers were discontinued; at the morning service a choir was introduced, and a "Service Book," prepared by Professor W. R. Huntington, was used. The experiment of holding prayers after breakfast did not succeed. The bell was still the object of many futile attacks; once, indeed, some students succeeded in cutting out the tongue, but the Janitor, Mills, beat the strokes with a hammer. Attempts to plug the keyholes of the Chapel doors likewise failed; the alert watchman always frustrated them in time. Once the seats allotted to the Freshmen were painted green, mottoes were daubed on the walls, and the building was wantonly defaced; later (in 1870), stripes like those on a barber's pole were painted on the columns in the porch of the Chapel. When President Hill, in the absence of Dr. A. P. Peabody, conducted the exercises, a lighted bunch of fire-crackers was thrown into the pulpit, but he calmly put his foot on the fuse before the crackers exploded. When the news came of the capture of Richmond, President Hill announced it after the services, and the students went out singing "Old Hundred."

After President Eliot's accession (1869) the choir was discontinued, and the whole body of students, led by the Glee Club, sang, using a book of "Melodies and Hymns," compiled in 1870. Each student was allowed fifty unexcused absences during the year; the number being reduced to forty in the case of those who were excused on Mondays. Each unexcused absence counted three censure marks; each tardiness counted eight. The "prayer line" included all students who roomed within a third of a mile of the Chapel. When the unexcused "cuts" amounted to ten, the student was privately admonished; at twenty "a public admonition" was given, but no longer in public; after forty cuts, the student was suspended. These punishments were regulated by the Dean. Parents who objected on religious ground to their sons' attendance at Chapel, could have them permanently excused.

But already public sentiment began to show itself against compulsory attendance at religious services. It was argued that a student who, after a hasty toilet, goes to Chapel and listens perfunctorily to the reading of the Scriptures and to prayers and hymns, could not be expected to derive much good therefrom; an empty stomach does not conduce to a devotional frame of mind. But the conservatives for a long time opposed any change; it was necessary, they said, to have some means for getting the students up in the morning, and prayers subserved this end exactly. The would-be reformers replied that it was hardly decorous to convert an avowedly religious ceremony into a mere academic roll-call. Then the conserva-

tives insisted that to abolish compulsory attendance would be to justify those critics of the College who were continually charging Harvard with irreligion. The reformers retorted that it was Pharisical to pretend that the majority of the students attended Chapel in a worshipful spirit, and that it would be better honestly to allow each student to choose for himself. But the conservatives long prevailed.

From September 1872, to February 1873, morning prayers were discontinued while alterations were making in Appleton Chapel. President Eliot, in his Report for that year, said: "The Faculty thus tried, quite involuntarily, an interesting experiment in College discipline. It has been a common opinion that morning prayers were not only right and helpful in themselves, but also necessary to College discipline, partly as a morning roll-call and partly as a means of enforcing continuous residence. It was therefore interesting to observe that the omission of morning prayers for nearly five months, at the time of year when the days are shortest and coldest, had no ill effects whatever on College order or discipline. There was

no increased attendance at exercises, or un- of absences, no visible ef- other exer- College, or and order of The Profes- teachers liv- the sound of bell would not from any ef- upon their students that ers had been In spite of experiment, Overseers



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irregularity of morning ex- usual number and in fact, fect upon the cises of the upon the quiet the place. sors and other ing beyond the prayer- have known fect produced work with the morning pray- intermitted." this practical however, the clung to the

old custom, and vetoed a vote of the Corporation to make attendance at prayers voluntary. In November 1874, Sunday morning prayers were abolished, Sunday evening prayers having been discontinued in 1766. But the agitation was not abandoned, and finally, in October 1886, attendance at daily prayers and Sunday services ceased to be compulsory. Since that time the services have been performed in rotation by the Plummer Professor, or by one of the five Preachers to the University appointed annually from among conspicuous clergymen of various denominations. The services are short, and the average attendance of students who go of their own accord has been satisfactory. Every morning during his term the Preacher for the time being meets at his office in Wadsworth House any students who wish to confer with him. Exercises, with a sermon, are also held on Sunday evenings in Appleton Chapel; and during the winter months a "Vesper Service" is held every Thursday at five o'clock, at which the singing is performed in part by the congregation, and in part by a choir of boys and by soloists especially engaged. The cost of maintaining these various

religious exercises was \$9,956.60 for the year 1895-96. The list of College Preachers already contains the names of many eminent divines: Phillips Brooks, Edward Everett Hale, Bishop Vincent, Lyman Abbott, Washington Gladden, Henry Van Dyke, and Brooke Herford are among those who have officiated during the first ten years' of the voluntary system.

CHAPTER III

DISCIPLINE AND REBELLIONS

IN the foregoing pages I have given an account of some of the laws by which the students were formerly governed, and of some of the ways in which the ever-fertile undergraduate mind evaded or contravened them. I propose now to describe a little more fully the various codes of College discipline, and some of the famous instances when the students, throwing over all restraint, lived in open rebellion toward their governors. One fact is impressed upon us in reviewing this department of College life: discontent and rebellion were vehement just in proportion to the burden of repression. College students are men "in the making;" they are endowed with a large amount of human nature—a truth which Faculties have often overlooked; they can usually be led more easily than they can be driven; and as they have been permitted larger liberty, they have behaved with greater decorum.

At the outset, Harvard being a seminary which scholars entered at thirteen and left at seventeen, the discipline was stern, of the Puritan type of sternness. The "Laws, Liberties and Orders" of 1642 announced that "§ 2. Every one shall consider the main end of his life and studies to know God and Jesus Christ, which is eternal life; John xvi, 13." § 6. "They shall eschew all profanation of God's holy name, attributes, words, ordinances, and times of worship; and study, with reverence and love, carefully to retain God and his truth in their minds." § 7. "They shall honor as their parents, magistrates, elders, Tutors and aged persons, by being silent in their presence (except they be called on to answer), not gainsaying; showing all those laudable expressions of honor and reverence in their presence that are in use, as bowing before them, standing uncovered, or the like." § 8. "They shall be slow to speak, and eschew not only oaths, lies, and uncertain rumors, but likewise all idle, foolish, bitter, scoffing, frothy, wanton words, and offensive questions." § 9. "None shall pragmatically intrude or intermeddle in other men's affairs." § 11. "None shall, under any pretence whatsoever, frequent the company and society of such men as lead an unjust and dissolute life. Neither shall any, without license of the Overseers of the College, be of the artillery or trainband. Nor shall any, without the license of the Overseers of the College, his Tutor's leave, or, in his absence, the call of parents and guardians, go out to another town." § 12. "No scholar shall buy, sell, or exchange anything, to the value of sixpence, without the allowance of his parents, guardians, or Tutors; and whosoever is found to have sold or bought any such thing without acquainting their Tutors or parents, shall forfeit the value of the commodity, or the restoring of it, according to the discretion of the President." § 17. "If any scholar shall transgress any of the laws of God, or the House,

out of perverseness, or apparent negligence, after twice admonition, he shall be liable, if not *adultus*, to correction; if *adultus*, his name shall be given up to the Overseers of the College that he may be publicly dealt with after the desert of his fault; but in greater offences such gradual proceeding shall not be exercised."

A little later (May 6, 1650) the Overseers passed an order prohibiting students, without permission, from being "present at or in any of the public civil meetings, or con-course of people, as courts of justice, elections, fairs, or at military exercise, in the time or hours of the College exercise, public or private. Neither shall any scholar exercise himself in any military band, unless of known gravity, and of approved sober and virtuous conversation, and that with the leave of the President and his Tutor. No scholar shall take tobacco, unless permitted by the President, with the consent of their parents and guardians, and on good reason first given by a physician, and then in a sober and private manner." On October 21, 1656, the General Court ordered "that the President and Fellows of Harvard College, for the time being, or the major part of them, are hereby empowered, according to their best discretion, to punish all misdemeanors of the youth in their Society, either by fine, or whipping in the Hall openly, as the nature of the offence shall require, not exceeding ten shillings or ten stripes for one offence." A record of the Corporation for June 10, 1659, after stating that "there are great complaints of the exorbitant practices of some students of this College, by their abusive words and actions to the watch of the town," declares that the watch, "from time to time, and at all times, shall have full power of inspection into the manner and orders of all persons related to the College, whether within or without the precincts of the said College houses and lands." But it is forbidden "that any of the said watchmen should lay violent hands on any of the students, being found within the precincts of the College yards, otherwise than so they may secure them until they may inform the President or some of the Fellows. Neither shall they in any case break into their chambers or studies without special orders from the President or Fellows. . . . Also, in case any student . . . shall be found absent from his lodging after nine o'clock at night, he shall be responsible for and to all complaints of disorder of this kind, that, by testimony of the watch or others, shall appear to be done by any student . . . and shall be adjudged guilty of the said crime, unless he can purge himself by sufficient witness." Another record of the Corporation (March 27, 1682) declares that "*Whereas* great complaints have been made and proved against X., for his abusive carriage, in requiring some of the Freshmen to go upon his private errands, and in striking the said Freshmen; and for his scandalous negligence as to those duties that by the laws of the College he is bound to attend; and having persisted obstinately in his will, notwithstanding means used to reclaim him, and also refused to attend the Corporation, when this day required; he is therefore sentenced, in the first place, to be deprived of the pension heretofore allowed him, also to be expelled the College, and in case he shall presume, after twenty-four hours are past, to appear within the College walls, that then the Fellows of the place cause him to appear before the civil authority."

From these records of the seventeenth century we can form some idea of the discipline and punishments to which the first two generations of Harvard students were subjected. By the character of a law we infer the nature of the offence which it is intended to prevent. Those early students were awed by the religious menaces which their misdemeanors brought down upon them; and when, in spite of theological terrors, they dis-

obeyed, they were flogged; finally, if stripes and expulsion failed, they might be handed over to the civil authorities. We wonder how many students presented a doctor's certificate that the use of tobacco, "in a sober and private manner," would benefit their health, and how often the town watchman was beaten or harassed. We may be sure that the Tutors were restrained by no softness of heart from applying salutary doses of birch to delinquents who could not be cured by milder remedies: the Puritan master, like the Puritan father, believed that he whipped Satan when he whipped a refractory boy, and he was only too piously glad to smite the arch-enemy who lurked beneath the skin of an undergraduate. From Judge Sewall's *Diary* we get a description of one of these floggings, in 1674. The culprit, who had been guilty of "speaking blasphemous words," was sentenced to be "publicly whipped before all the scholars," to be "suspended from taking his Bachelor's degree," and "to sit alone by himself uncovered at meals during the pleasure of the President and Fellows." The sentence was twice read before the officers, students and some of the Overseers, in the library: the offender knelt down; the President prayed; then came the flogging; after which the President closed the ceremonies with another prayer. In a preceding section I have alluded to another form of punishment—the public confession of their sins by guilty students.

While all the undergraduates were subjected to this austere correction from above, the lot of the Freshman was peculiarly hard, for he was amenable not only to the College officers, but also to the upper classmen. Indeed, down to the present century, he occupied a position similar to that of a "fag" at the English public schools. "The Ancient Customs of Harvard College" contain the following provisions: "1. No Freshman shall wear his hat in the College yard, unless it rains, hails or snows; provided, he be on foot, and have not both hands full. 2. No Undergraduate shall wear his hat in the College yard when any of the Governors are there; and no Bachelor when the President is there. 3. Freshmen are to consider all the other Classes as their Seniors. 4. No Freshman shall speak to a Senior with his hat on; or have it on in a Senior's chamber, or in his own if a Senior be there. 6. All Freshmen (except those employed by the Immediate Government) shall be obliged to go on any errand (except such as shall be judged improper by some one in the Government) for any of his Seniors, Graduates or Undergraduates, at any time, except in studying hours or after 9 o'clock in the evening. 7. A Senior Sophister has authority to take a Freshman from a Sophomore, a Middle Bachelor from a Junior Sophister, a Master from a Senior Sophister, and any Governor of the College from a Master. 8. Every Freshman, before he goes for the person who takes him away (unless it be one in the Government), shall return and inform the person from whom he is taken. 9. No Freshman, when sent on an errand, shall make any unnecessary delay, neglect to make due return, or go away until dismissed by the person who sent him. 10. No Freshman shall be detained by a Senior when not actually employed on some suitable errand. 11. No Freshman shall be obliged to observe any order of a Senior to come to him or go on any errand for him, unless he be wanted immediately. 12. No Freshman, when sent on an errand, shall tell who he is going for, unless he be asked; nor to tell what he is going for, unless asked by a Governor. 13. When any person knocks at a Freshman's door, except in studying time, he shall immediately open the door without inquiring who is there. 14. No scholar shall call up or down, to or from, any chamber in the College, nor (15) play football or any other game in the Yard, or throw anything across the Yard. 16. The Freshman shall furnish the batts, balls and footballs for the use of the students, to be kept at the Buttery. 17. Every Freshman shall

pay the Butler for putting up his name in the Buttery. 18. Strict attention shall be paid by all the students to the common rules of cleanliness, decency and politeness. The Sophomores shall publish these customs to the Freshmen in the Chapel whenever ordered by any in the Government; at which time the Freshmen are enjoined to keep their places in their seats, and attend with decency to the reading."

In early times discipline was supervised not only by the President and Tutors, but also by the Corporation and Overseers. As the College grew in numbers, however, and petty offences demanding prompt attention came up frequently, and as the convening of either Board required some delay, the conduct of the undergraduates fell more and more to the charge of the officers of Immediate Government, whose independent records date from September 1725. Just a century later (June 1825) the Immediate Government received the official title of "Faculty of the University." That the early students, notwithstanding the severity of the regulations which hemmed them about, did not submit meekly, we have good reason to suppose, although the records that exist are few. We may remember, however, that the undergraduates, instigated by persons unknown, raised so great a commotion against President Hoar that he deemed it prudent to resign (1675). Hints reach us of occasional excesses at the end of the seventeenth century, and during the long struggle of the Mathers to control the College, accusations of immorality, ungodliness and disorders were rained upon it by those Draconic moralists and their friends. Cotton Mather, whose information concerning the acts and plots of Satan were always recent and precise, not only saw "Satan beginning a terrible shake in the churches of New England," but that he had taken up his quarters at Harvard College, whence he could be dislodged only by the election of Cotton Mather to the Presidency; which his Diabolical Majesty took care to prevent by sowing guile and lies against Mr. Mather in the hearts of the Governors of that seminary. Discontent thus fomented rose to such a point that the Overseers sent a committee to visit the College. It reported that although there was a considerable number of virtuous and studious youth, yet there had been a practice of several immoralities — particularly stealing, lying, swearing, idleness, picking of locks and too frequent use of strong drink. Private lectures, it was alleged, were much neglected; the scholars, also, too generally spent too much of the Saturday evenings in one another's chambers, and Freshmen, as well as others, were seen in great numbers, going into town on Sabbath mornings to provide breakfasts. In 1732, another visiting committee pronounced the government of the College to be "in a weak and declining state;" and proposed remedies for restoring discipline. By this time flogging, although not abolished, had begun to be disused, and fines to be imposed, except for misdemeanors of the gravest sort. In 1734, the code of Laws was revised. I quote the list of punishable offences and the mulcts attached to them as the best and briefest means of illustrating the favorite forms of mischief at this period, and the valuation which the Faculty set upon them. The most heinous crime, "Undergraduate tarrying out of town one month without leave," was punished by a fine not exceeding £2 10s. The other offences, with the penalties in shillings and pence attached to them, were as follows: —

	<i>s.</i>	<i>d.</i>
Tardiness at prayers	1	
Absence from prayers, tardiness at Professor's public lecture	2	
Tardiness at public worship	3	
Absence from Professor's public lecture	4	
Absence from chambers, sending for prohibited liquors, going to meeting before bell-ringing, going out of College without proper garb	6	

Absence from public worship, neglecting to repeat sermons, sending freshman in studying time	9
Rudeness at meals, keeping guns, going on skating	1
Undergraduates tarrying out of town without leave, not exceeding <i>per diem</i>	1 3
Ill behavior at public worship, prayers or public divinity lectures, not declaiming or not giving up a declamation, absence from recitation, bachelors neglecting disputation, lodging strangers without leave, entertaining persons of ill character, frequenting taverns, undergraduates playing any game for money, selling and exchanging without leave, lying, drunkenness, having liquors prohibited under penalty (second offence, 3s.) keeping or fetching prohibited liquors, going upon the top of the College, cutting off the lead, concealing the transgression of the 19th Law, tumultuous noises (second offence, 3s.), fighting or hurting any person	1 6
Respondents neglecting disputations . . . from 1s. 6d. to	3
Profane cursing, firing guns or pistols in College Yard, undergraduates playing cards or going out of town without leave	2 6
Profanation of the Lord's day, neglecting analysing, neglecting to give evidence	3
Graduates playing cards, opening doors by picklocks	5
Butler and cook to keep utensils clean	5
Undergraduates tarrying out of town one week without leave	10

The student of penology will observe that in this tariff, transgressions of arbitrary academic or theological requirements are punished more severely than misbehavior which indicates real moral defects: thus "neglecting analysing" is twice as wicked as lying; absence from recitation is as blameworthy as drunkenness; opening doors by picklocks is nearly three times as reprehensible as entertaining persons of ill character. But such discrepancies as these are common to all codes of conduct based on theology and not on morality.

In 1735, the Overseers recommended the Corporation "to restrain unsuitable and unseasonable dancing in the College." Degradation to the bottom of the class, striking the name from the College lists, and expulsion were the highest punishments, after fines, admonition and public confession failed; and though flogging was less frequently administered, the Tutors still kept up the old custom of "boxing." The new Laws seem to have been effective, for in 1740, a visiting committee pronounced the condition of Cambridge to be satisfactory. The Whitefield revival excited many of the students to a stricter observance of their duties, but the improvement was only temporary; still, the sweeping accusations brought against Harvard by Whitefield and Jonathan Edwards had no better inspiration than theological zeal. Charles Chauncy declared that in his experience, extending over more than twenty years, the College was never "under better circumstances in point of religion, good order and learning than at this day" (1743). But, says Quincy, "the changes which occurred in the morals and manners of New England about the middle of the eighteenth century unavoidably affected the College. 'Profane cursing and swearing,' 'habits of frequenting taverns and alehouses,' 'the practice of using wine, beer and distilled liquors by undergraduates in their rooms,' greatly increased. Tutors were insulted, and combinations to perpetrate unlawful acts were more frequent. Laws were made, penalties inflicted, recommendations and remonstrances repeated, without either eradicating those evils or materially diminishing them."¹ In 1755, two students were expelled for gross disorders. Discontent with the fare provided at Commons was one of the chief perplexities which President Holyoke had to encounter. In 1766, broke out

¹ Quincy, ii, 90, 91.

a rebellion which raged for a month. Two years later "great disturbances occurred; the Tutors' windows were broken with brickbats, their lives endangered, and other outrages committed." The Faculty expelled three of the perpetrators and rusticated others. Some of the students, who had withdrawn from the College in order to escape punishment, petitioned to be reinstated; the Faculty refused to entertain their petition before twelve months should elapse. They then applied to the Overseers, who referred them to the Corporation, which, in view of the fact that "many who have been great friends and benefactors to the society have condescended to intercede in their behalf," recommended the Faculty to re-admit them, provided they should make a public humble confession. So they came back, thanks to the influence of their intercessors, but against the official protest of President Holyoke.

The patriotic spirit now ran high in the College, but some of the Tory students, to show their loyalty to the King, brought "India tea" into Commons and drank it, to the incensement of the Whigs. The Faculty, to prevent trouble, advised the tea-drinkers to desist from a practice which "was a source of grief and uneasiness to many of the students, and as the use of it is disagreeable to the people of the country in general." During the Revolution, discipline was unusually lax, owing either to the spirit of independence which showed itself among the sons not less than among the fathers, or to the unavoidable excitement and interruptions, or to the weakness of President Langdon. We have already related how, in 1780, the students held a mass-meeting, and passed resolutions demanding his resignation, and how he complied.

In 1790, the Laws of the College were revised, and among the new requirements the students were to submit to an annual public examination "in the presence of a joint committee of the Corporation and Overseers," and other gentlemen. The Seniors and Juniors asked for an exemption, but were refused. Accordingly, some of them, on the morning of April 12, 1791,—the day appointed for the examination,—put 600 grains of tartar emetic in the kitchen boilers. The officers and students came in to breakfast, but very soon, all but four or five, were forced to rush from the Hall. The conspirators hoped to escape detection by drinking more coffee than the rest; but after awhile they were discovered. Three were rusticated, one to Groton for nine months, and one to Amherst for five months. A memorandum of April 6, 1792, states that twenty-three Sophomores were fined two shillings apiece for supping at a tavern. Fines continued to be exacted down to 1825, after which date nearly all were abolished, except in cases where College property was injured. But it is evident that this system was never very effectual in preventing mischief, because the penalty was never paid by the student, but was charged in the term-bill for his father to pay.

The condition of Freshmen slowly improved, although the Corporation, as late as 1772, having been recommended to abolish the custom requiring Freshmen to run on errands for upper classmen, voted that, "after deliberate consideration and weighing all circumstances, they are not able to project any plan in the room of this long and ancient custom, that will not, in their opinion, be attended with equal, if not greater, inconveniences." During the present century the instinctive antagonism between Freshmen and Sophomores found a vent in rushes between those classes; and fagging was gradually replaced by "hazing." The terrors and torments to which the callow Freshman was subjected on "Bloody Monday" night, at the beginning of the autumn term, were often

carried far beyond the bounds of fun and sometimes resulted in the bodily injury of the victim. The Faculty strove by the most strenuous penalties to put an end to hazing, but it only disappeared about fifteen or twenty years ago, through the influence of the Elective System, which broke down class barriers, and above all through the increased age of the students, who, being no longer boys when they came to College, were no longer amused by boyish deviltry. Of recent years the custom has grown up of holding a reception to new students in Sanders Theatre. Speeches are made by the President and other prominent officers and graduates, after which a light supper is served in Memorial Hall. A body of Sophomores have annually tried to revive the old-time rush with Freshmen, as the latter disperse after this meeting.

Among the famous "rebellions," I have already mentioned that of 1768, when, says Governor Hutchinson, "the scholars met in a body under and about a great tree, to which they gave the name of the tree of liberty" which stood midway between Harvard and Massachusetts. "Some years after, this tree was either blown or cut down," and the name was given to the present Liberty Tree, which stands between Holden Chapel and Harvard Hall, and is now hung with flowers for Seniors to scramble for on Class Day. The next important rebellion occurred in 1807, when the three lower classes protested against the bad food at Commons. Without waiting for the President to investigate and correct, they indulged in disorders. Two students were publicly admonished for "smoking segars," and "occasioning great disturbance" at the evening meal. The troubles increased, and with them the alarm of the Faculty. Three Sophomores were suspended, whereat Eames, one of their classmates, "did openly and grossly insult the members of the Government, by hissing at them, as they passed him, standing with the other waiters in the Hall." Eames was accordingly suspended, but three students went to the President and guaranteed that the rest would behave properly at Commons, if Eames were pardoned. The pardon was granted. A few days later the four classes marched out in a body from dinner, complaining of the fare. The Faculty immediately voted "that no more Commons be provided till further orders, and that all students have leave to diet out at proper houses, till further orders." The Corporation met, and ordered the President to attend Commons "on Sunday morning next," adding that "in consideration of the youth of the students, and hoping that their rash and illegal conduct is rather owing to want of experience and reflection than to malignity of temper or a spirit of defiance, [the Corporation] are disposed to give them an opportunity to certify in writing to the President, as he shall direct, their admission of the impropriety of their conduct, their regret for it, and their determination to offend no more in this manner." Seven days were allowed for this confession to be made, but, although the time was extended, some of the students refused, and, on April 15th, seventeen of the recalcitrants were dismissed. The so-called "Rebellion Tree," which stands to the east of the south entry of Hollis Hall, got its name, if we may credit tradition, from the fact that the students used to assemble under it during the troublous episode just described.

In 1819, a row at Commons between the Sophomores and Freshmen led to another rebellion. Three Sophomores were suspended, which caused another outbreak, and the suspension of two more. Both classes joined in the revolt. The Faculty, unable to disperse the rebellious gatherings in the Yard, rusticated six Sophomores. The whole Sophomore Class

then withdrew from the College; but after an absence of a fortnight, they sought re-admission, which was granted to all save those who had been rusticated or suspended. This affair was the theme of the best-known of college satires—"The Rebelliad; or, Terrible Transactions at the Seat of the Muses," by Augustus Peirce, of the Class of 1820.

In April 1823, "a very remarkable uprising among the Seniors took place." A student, X., was about to graduate at the head of his class. It was reported that a certain Z. had informed the President that X. had spent money in dissipation. X. denied the charge, and offered to show his account-book. Nevertheless, he was deprived of the scholarship he had hitherto enjoyed, and was forbidden to deliver his oration at the Spring Exhibition. Z. was one of the speakers on that occasion, and was vehemently hissed. X. was held responsible for the disturbance and dismissed. The Seniors immediately resolved not to attend any College exercise at which Z. was present; and when he came to the Chapel to declamation, they hustled him down-stairs. The Faculty expelled four of those concerned in this disorder; but the Seniors held a meeting and voted to repeat their violence if Z. came to evening prayers. He entered "after the service had begun, whereupon the class rose up as before and drove him from the place, the President loudly calling them to order and refusing to go on with the exercises. After tea the bugle was sounded under the Rebellion Tree; and when the students had assembled Dr. Popkin addressed them, advising them to disperse, and reminding them of the consequences of their not doing so. 'We know it will injure us *in a degree*,' was the reply. A majority of the class then resolved that they would not return to their work until the four expelled members were recalled and Z. was sent away from college; that they would attend prayers the next morning for the last time, and if Z. appeared that they would put him out and punish him severely; but if he did not appear, that they would leave the Chapel themselves. Z. did not come, having left Cambridge on the previous evening; and accordingly the class rose quietly in a body and marched out of the Chapel, while the President again discontinued the services. After breakfast, thirty-seven, comprising all who had engaged in or who approved of the proceedings,—the so-called 'White List,' in distinction from the others, who were styled the 'Black List,'—were dismissed, and thus prevented from graduating at Commencement."¹ Many years later the College gave them their degrees. X. was afterwards a member of the Examining Committee in Greek; Z., who confessed before his death that his suspicion was unfounded, became a clergyman, and was elected to the Massachusetts Legislature.

The last and most violent of the rebellions was that of 1834. Dunkin, an Englishman, who tutored in Greek, requested M., a Freshman, to read certain Greek proper names. M. replied that he did not care to do so; the Tutor insisted that he would be obeyed. The Freshman declared that he was of age, and that he would not be dictated to. The matter was reported to President Quincy, who asked M. to retract; but the latter preferred to break his connection with the College. That night Tutor Dunkin's recitation-room, in the northeast corner of Massachusetts, was broken into, the furniture and windows were smashed. At prayers the next morning there was whistling, groaning, and squeaking of concealed toys. The following morning torpedoes were thrown in the air and exploded on the floor of the Chapel. Finally, the President expostulated with the Freshmen who had been engaged in these proceedings, and threatened to prosecute them in the civil courts. Whereat the Freshmen were exasperated, and showed their exasperation by renewed rioting. One of them, B., from South Carolina, was dismissed. His classmates petitioned for his recall, because many of their number were guiltier

¹ *Harvard Book*, ii, 130, 131.

than he. Then the mutiny spread to the Sophomores, all but three of whom absented themselves from prayers on three consecutive occasions. The Faculty dismissed all but those three — an unprecedented measure. But the Sophomores appeared at prayers the next morning and drowned the President's voice in cries of "Hear him! hear him!" The service was discontinued, and the unruly class was ordered by the President to remain; but out it marched from the Chapel. The Freshmen's petition was not granted, and they plunged into new insubordination, which resulted in the dismissal of two of them and of one Junior. The Juniors resented this, voted "to wear crepe on the left arm for three weeks, to publish an article in the newspapers and to burn the President in effigy." The Faculty, with the consent of the Corporation, now brought legal proceedings against members of the Sophomore Class — one for trespass and one for assault on the College watchman. The President (June 4th) published an open letter in the newspapers, giving an account of the rebellion. A week later the Seniors, to whom the infection had penetrated, drew up a rejoinder, and sent it to the public press. Every Senior was thereupon required to confess what he had to do with this document; eight were concerned with its preparation and circulation, two approved of it, fourteen had no concern in it and two were absent. On June 30th there were more tumults, followed by three suspensions. On Class Day, July 16th, the Class Poet, Royal Tyler, instead of his poem, read a formal prohibition from the President against his reading the poem. Then came a burst of groans and hisses; but in the evening the poem was delivered before an enthusiastic audience at a supper at Murdock's (afterwards Porter's) Hotel. Thus during more than two months the work of the College was interrupted, and many of the Seniors who lost their degrees that year did not receive them until several years later.

In 1805, the office of Proctor was established. The Proctors lived in the College buildings, and preserved order, forming the "Parietal Committee," over which the Regent presided. The Regent had charge of weekly lists of absences, monitors' bills, petitions for excuses and similar duties. Like the President, he had a meritorious Freshman to assist him. From time to time the Laws of 1790 were revised, and although in practice more liberty was allowed than formerly to the students, the statute-book was still very severe. Thus, in 1848, the following were designated as "high offences:" "Keeping any gun, pistol, gunpowder, or explosive material, or firing or using the same in the city of Cambridge; being concerned in any bonfires, fireworks or unauthorized illuminations; being an actor or spectator at any theatrical entertainment in term time; making or being present at any entertainment within the precincts of the University, at which intoxicating liquors of any kind are served; going to any tavern or victualing-house in Cambridge, except in the presence of a parent, guardian or Patron." Among simple misdemeanors are set down: Keeping a dog, horse, or other animal without leave of the Faculty, and playing at cards or dice. The Patron here referred to was "some gentleman of Cambridge, not of the Faculty," appointed by the Corporation to have charge of the expenses of students who came from places outside of the Commonwealth, if their parents desired. He received a commission of two and a half *per cent.* of the amount of the term bill of the students whose money was entrusted to him. The last Patron was appointed in 1869.

Sitting on the steps of the College buildings, calling to or from the windows, lying on the ground, collecting in groups — these also were punishable offences not very long ago. Bonfires were prohibited; "any students crying fire, sounding an alarm, leaving their rooms, shouting or clapping from a window, going to the fire, or being seen at it, going into the College Yard, or assembling on account of such bonfire, shall be deemed aiding and abetting such disorder,

and punished accordingly," says the Laws of 1848. Violations of decorum were (1849) "smoking in the streets of Cambridge, in the College Yard, the public rooms or the entries, carrying a cane into the Chapel, recitation-rooms, library or any public room." "Snowballing, or kicking football, or playing any game in the College Yard" were added to this list in 1852. No student might be absent over-night, and to each class was assigned a Tutor, who granted excuses from Chapel (1849). Sitting out of alphabetical order at any Chapel exercise became punishable in 1857; cheering—except on Class Day—or "proclaiming the name of any person whatever in connection with the cheering on that or any other occasion" appeared on the list of prohibitions the previous year.

But despite these restrictions we have heard from persons who were undergraduates during the middle decades of this century, tales that indicate that the students often enjoyed a larger freedom than was allowed them by the "College Bible." To serve as "supe" in one of the Boston theatres, when some celebrated actor or singer performed, was not uncommon, but doubtless the risk of being found out enhanced the enjoyment of this and other unlawful mischief. When a line of horse-cars was opened between Harvard and Bowdoin Square (1856) it became impossible to prevent the students from making frequent trips to town. Previous to that the means of communication had been an omnibus once an hour. So custom, which is stronger than laws, gradually established the right of students to visit Boston when they chose, provided they obeyed the rules when within the College precincts. The billiard-room in the basement of Parker's was patronized by almost enough collegians to justify Artemus Ward's witticism. There were still sporadic cases of hazing which called for severe measures from the Faculty. The silence of the Yard was from time to time startled by an exploded bomb or lighted by a sudden bonfire in the dead of night. Once a huge turkey was found hanging on the College bell when the janitor came to ring for morning prayers; once a pair of monstrous boots dangled from the Chapel spire, and once there was a life-and-death struggle in the Chapel between the watchman and a desperate student. But the explosions grew fainter, and the fires, except on Commencement night, burnt lower and lower, and the inscriptions in paint or lamp-black on the walls of the University were few and far between. Almost the last serious mischief—the blowing up of a room in Hollis—took place nearly thirty years ago; and of late years the College drain has performed its humble duties undisturbed by gunpowder. And whenever any of these last spasms of an expiring era did occur, they no longer met the approval or excited the laughter of the majority of the students. Thus in 1890, the students held a mass meeting at which they condemned the vandal who had daubed the statue of John Harvard with red paint two nights before. The reason is plain—such pranks and disorders were the legacies of a time when the average Senior at graduation was not older than the Freshman is now at admission.

Upon President Eliot's accession (1869) the office of Dean was created to relieve the President from many disciplinary duties. The Dean performed, in a measure, the functions of the former Regent, but besides being the chief police officer, he had also a general supervision of the studies of the undergraduates. Under him the Registrar attended to minor matters of discipline, such as the granting of excuses; but his office was abolished in 1888, its work being assigned to the Secretary and his assistant. By the revision of 1890, the discipline of the College students was placed in charge of the Administrative Board, of fifteen members. After the death of Frank Bolles, the Secretary, his work with many additions was divided among a Recording and a Corresponding Secretary and a Recorder (1894). In 1891, the

office of Regent was revived, but with different functions attached to it. He is a University officer who exercises a general supervision over the conduct and welfare of the students; directs the Proctors who reside in University or other buildings; informs himself of the condition and management of all buildings in which five or more students are lodged, or in which students' societies meet; has cognizance of all students' societies and clubs, and enforces the responsibility of the officers and members thereof for their proceedings. In the same year (1891) a physician was appointed to look after the hygiene of the students. Frank Bolles, unceasingly active in behalf of the students, established an "Employment Bureau," through which he found work for students needing money to pay their way through College, and positions for many of them when they graduated. This worthy system has been kept up since his death, and is now in the hands of a special "Appointment Committee" of the Faculty. There is also an organization for loaning furniture to poor students.

Most of the old laws have disappeared from the "College Bible;" public opinion is now stronger than the printed rules in setting the standard of conduct. There are still regulations against throwing snowballs, playing any game in the yard or entries, smoking on the steps or in the entries, and loitering in such manner as to obstruct them. Playing on musical instruments, except at specified hours, is also forbidden; and it is not lawful to keep dogs in College rooms. Discipline is enforced by admonition; by probation, "which indicates that a student is in serious danger of separation from the College;" by suspension — a temporary separation; by dismissal, which "closes a student's connection with the College, without necessarily precluding his return;" and by expulsion, which "is the highest academic censure, and is a final separation from the University."

Thus have the students attained, little by little, to almost complete liberty of action; and since the responsibility for their conduct has been thrown on themselves, and not on the Faculty, the tone of the College has steadily improved. When there were many laws, the temptation to break them was too great to be always resisted; when Tutors and Proctors were looked upon as policemen and detectives, the pleasure of outwitting and harassing them was mingled with a sense of superior cunning or with the exultation of successful daring. Persons whose experience enables them to compare the present condition of the undergraduates with that of fifty or even of thirty years ago, agree that serious delinquencies, such as drunkenness and profligacy, are relatively far less common now than then. The increase in orderliness can be testified to by any one whose acquaintance with Harvard life extends no farther back than two or three lustres. And it may be added that the immemorial antagonism between the Faculty and the students was never milder than at present, when Committees, composed in part of undergraduates and in part of members of the Faculty, exist for the mutual interchange of wishes and suggestions. In old times, students were treated either as servants or as possible culprits; the newer, and true method is to treat them like men. To emphasize this change, the policy has been in cases of recent disturbance of the peace to rely on the punishment inflicted by the local judge rather than on academic penalties. In this way, the mediæval distinction between town and gown before the law has almost disappeared: and students can no longer expect from a judge immunity for acts which, if committed by other citizens, would fall within the jurisdiction of the courts.

CHAPTER IV

COMMENCEMENT

THE first Commencement exercises were held on the second Tuesday of August, 1642, "The Governors, Magistrates and the Ministers from all parts, with all sorts of scholars and others in great numbers," being present. Nine Bachelors' degrees were conferred that year, and four the next. In 1685, we learn from Sewall's *Diary*, under the date July 1st, that "besides Disputes, there are four Orations, one Latin by Mr. Dudley, and two Greek, one Hebrew by Nath. Mather, and Mr. President [Increase Mather] after giving the Degrees, made an oration in praise of Academical Education of Degrees, Hebrew Tongue. . . . After dinner y^e 3d part of y^e 103d PS. was sung in y^e Hall." Two years later, Governor Andros attended Commencement, and by his direction, "Mr. Ratcliff sat in y^e pulpit," — an act of gubernatorial authority which incensed the sturdy Calvinism of the College, because Ratcliff was the Church of England Chaplain to his Excellency. Even thus early, the day had become the occasion of festivities not to be missed by any one who had the means or could spare the time to attend them. And after the academic diet of orations in the learned languages and of copious prayer had been partaken of, young and old turned with whetted appetite and thirst to the food and drink provided by the College and by the graduating students. The consumption of punch and liquors did not at first alarm the Corporation, but a vote of theirs, on June 22, 1693, states that "having been informed that the custom taken up in the College, not used in any other Universities, for the commencers [members of the graduating class] to have *plumb-cake* is dishonorable to the College, not grateful to wise men, and chargeable to the parents of the commencers, [the Corporation] do therefore put an end to that custom, and do hereby order that no commencer, or other scholar, shall have any such cakes in their studies or chambers; and that if any scholar shall offend therein, the cakes shall be taken from him, and he shall moreover pay to the College 20 shillings for each such offence."

What was peculiarly harmful in "plumb-cake," we are not told; but frequent laws were fulminated against it. In 1722, an ordinance was passed "for reforming the Extravagancys of Commencements," and providing "that no preparation nor provision of either Plumb Cake, of Roasted, Boyled or Baked Meates or Pyes of any kind shal be made by any Commencer." "Distilled Lyquours" or "any composition therewith" were also forbidden under a fine of twenty shillings, and the contraband articles were "to be seized by the Tutors," — but whether or not the latter were allowed to eat and drink the confiscated food and drink, we do not know. That the Tutors, however, believed with Iago that "Good wine is a good familiar creature, if it be well used," is plain from the following entry in Mr. Flynt's *Diary*, on the eve of Commencement, 1724: "Had of Mr. Monis two corkscrews 4*d.* a piece." Monis was a converted Jew, who taught Hebrew in the College for nearly forty years, and kept a small shop in what is now Winthrop Square. But the plumb-cake stuck in the throats of the Corporation, who, in 1727, voted that "if any who now doe, or hereafter shall, stand for their degrees, presume to do anything contrary to the Act of 11th June, 1722, or go about to evade it by plain cake, they shall not be admitted to their degree, and if any, after they have received their degree, shall presume to make any forbidden provisions, their names shall be left or rased out of the Catalogue of the Graduates."

In 1725, the inauguration of President Wadsworth fell upon Commencement day. There was, as had been usual on such occasions, says Quincy, a procession "from the College to the meeting-house. The Bachelors of Art walked first, two in a rank, and then the Masters, all bareheaded; then followed Mr. Wadsworth alone as President; next the Corporation and Tutors, two in a rank; then the Honorable Lieutenant-Governor Dummer and Council, and next to them the rest of the gentlemen. After prayer by the Rev. Mr. Colman, the Governor, on delivering the keys, seal and records of the College to the President-elect as badges of authority, addressed him in English investing him with the government thereof, to which the President made a reply, also in English, after which he went up into the pulpit and pronounced *memoriter* a Latin oration; and afterwards presided during the usual exercises." The earlier Commencements had been held in the College Hall, but from this time on they were held in the first meeting-house; afterwards, from 1758 to 1833, in the old First Parish Church; then in the present First Parish Church (1834-72); then in Appleton Chapel (1873-75); and in Sanders Theatre since 1875.

As the Province grew during the eighteenth century, Commencement became more and more of a popular celebration; and, although the means of communication were few and roundabout, it was flocked to by graduates and sight-seers from all parts of Massachusetts. Ladies in high coiffures and bell-shaped hoops drove out from Boston in their coaches. Ministers, magistrates and merchants came on horseback or in wagons. On no other occasion could you then have seen so large an assemblage of the wealth, learning and dignity of the Province. There was the Governor, with his Council and military escort and members of the General Court to represent the State; there were the most edifying Professors and clergymen, who could preach or pray by the hour in one living and three dead languages, to represent the Church; there were the friends and families of the students to represent the best society of the Province. The townspeople of Cambridge were all there; and a nondescript crowd of the idle or the curious. The exercises in the Chapel were sober enough, propped as they were by theology; but in the afternoon and evening punch and flip rose into the heads which had been filled with Greek and Hebrew in the morning, and there were disgraceful scenes.

The Corporation, awakening to the scandal, voted, in 1727, that "Commencements for time to come be more private than has been usual; and, in order to this, that the time for them be not fixed to the first Wednesday in July, as formerly, but that the particular day should be determined upon from time to time by the Corporation, and that the Honorable and Reverend Board of Overseers be seasonably acquainted of the said day, and be desired to honor the solemnity with their presence." The next year the Governor directed the Sheriff of Middlesex to prohibit the setting up of booths and tents on the land adjoining the College; and in 1733, the Corporation and three Justices of the Peace in Cambridge concerted measures for keeping order, by establishing "a constable with six men, who, by watching and walking towards evening on these days, and also the night following, and in and about the entry to the College Hall at dinner-time, should prevent disorders." Friday was fixed upon for the Commencement exercises, but so great was the outcry—both against the day (which came too near Sunday) and against the attempt at privacy—that in 1736, Wednesday and publicity were returned to. In 1749, two gentlemen whose sons were about to be graduated offered the College £1000 if "a trial was made of Commencement this year in a more private manner." The Corporation, mindful of the lack of funds, were for acquiescing, but the Overseers would consent to no breach in the old custom. The Corporation, therefore, had to content themselves by recommending to

parents that, "considering the awful judgments of God upon this land, they retrench Commencement expences, so as may best correspond with the frowne of Divine Providence, and that they take effectual care to have their sons' chambers cleared of company, and their entertainments finished on the evening of said Commencement day, or, at furthest, by next morning." In 1759, it was voted that "it shall be no offence if any scholar shall, at Commencement, make and entertain guests at his chamber with punch;" in June 1761, it was deemed no offence for scholars in a sober manner, to "entertain one another and strangers with punch, which, as it is now usually made, is no intoxicating liquor." In 1760 all unnecessary expenses, and dancing in the Hall or other College building during Commencement week, were forbidden. Once (in 1768) the date was changed because a great eclipse of the sun occurred. In 1764, on account of small-pox, and from 1775 to 1781, on account of the war, Commencements were omitted. In 1738, the questions maintained by three candidates for the Master's degree sounded Arian in the ears of the Orthodox, and in 1760, it was the President's duty to assure himself that all the parts to be delivered were orthodox and seemly, and he was enjoined "to put an end to the practice of addressing the female sex." The post-Revolutionary celebrations soon surpassed any that had gone before, both in the number of the attendants and in the merrymaking. The art of brewing intoxicating punch was rediscovered. The banks and Custom-House in Boston were closed on this day; the new bridge shortened the journey to Cambridge. Few, even among the rich, then had summer places along the shore or in the country, so that, although the Harvard holiday came at the end of August, "all the élites" — to use an expression of Dr. John Pierce — were present. Prohibitions against extravagance in dress on the part of the commencers seem to have been little heeded, for "in 1790, a gentleman [Josiah Quincy] afterwards prominently connected with the College, took his degree dressed in coat and breeches of pearl-colored satin, white silk waistcoat and stocking, buckles in his shoes, and his hair elaborately dressed and powdered according to the style of the day."

Until about 1760 the exercises, consisting of "theses and disputations on various logical, grammatical, ethical, physical and metaphysical topics," were conducted in Latin. In 1763, the first oration in English was delivered, and little by little that language predominated. Commencers were entitled to parts according to their rank, the lowest part being a Conferencè; then followed Essays, Colloquies, Discussions, Disquisitions, Dissertations, and, highest of all, but the last on the programme, Orations — the salutatory in Latin, and two in English.

From the *Diary* of the Rev. John Pierce,¹ who attended every Commencement from 1784 to 1848 (except that of 1791, when he was absent at his mother's funeral), we get valuable information concerning the Commencements of the first half of this century; and I can do no better than to make a few extracts which show the character of the observances from year to year, and the changes that crept in. Dr. Pierce gives the list of all the speakers, with comments on their effusions and many other details, so that I limit myself to quoting what is most important, or amusing: 1803 — "The sentiments of Farrar in an English dissertation were well adapted to oppose the rage for novel-reading and plays which is so prevalent, especially in the capital." "At dinner the greatest decorum prevailed." 1806 — "The theatrical musick with which the exercises was interspersed was highly disgusting to the more solid part of the audience." 1809 — "Instead of dining in the hall as usual, I went with my wife to the house provided by Mr. Parkman, where, it was computed, there were 500 persons who dined in one large tent in the fields. The expense must have been at least \$1000." 1810 — Exercises four

¹ *Proceedings of the Mass. Historical Soc.*, Dec., 1889, Jan., 1890.

hours long. 1811—"The new President [Kirkland] acquitted himself with great dignity and propriety. His prayers were short. But for style and matter they exceeded all we have been accustomed to hear on such occasions." 1812—"I dined in the hall. The students did not wait as formerly." 1813—An Oration in French was given. 1814—Exercises lasted five hours. Dinner in the new Hall [University] for the first time. 1815—"Fuller excited loud applauses from the notice he took of the deposed imperial despot of France." "The most splendid dinner I ever witnessed on a similar occasion," prepared by Samuel Eliot, Esq. 1818—Oration in Spanish. "There was less disorder, as there were fewer tents on the Common." 1819—"The oldest graduate and clergyman" present "was the Rev. Dr. Marsh, of Weatherfield, Con. (1761). He probably wore the last full-bottomed wig which has been seen at Commencement." 1820—"The Master's oration, by [Caleb] Cushing, was sensible and delivered *ore rotundo*." 1821—"The President was 2½ minutes in his first prayer and 2 in his last." "For the first time since the University was founded no theses were published, no theses collector having been appointed." 1824, August 25—"We were detained from entering the meeting-house from X to XI. 40, by the tardiness of the Governour. At length the cavalcade arrived at University Hall with General La Fayette, who was cordially welcomed by President Kirkland in a neat and peculiarly appropriate address, delivered in the portico, in the hearing of a large and mixed multitude. A procession was then formed, which proceeded to the meeting-house amid continual shouts of assembled throngs. As soon as order was restored, the President made a prayer of 3 minutes. . . . A large portion of the speakers made personal allusions to our distinguished guest. In every instance such allusions were followed by loud shouts, huzzas and the clapping of hands. At nearly V we left the meeting-house for the hall, where I dined in company of La Fayette and suite." 1826—"Of Southworth, who defended physical education, it was reported that he was the strongest person in College, having lifted 820 lbs." 1827—Emerson's [Edward B.] oration lasted 36 minutes. 1828—"For the first time for many years, no tents were allowed on the Common." 1829—At dinner "I set the tune, St. Martin's, the 17th time, to the LXXVIII Psalm. Tho I set it without an instrument, yet it was exactly in tune with the instruments which assisted us. I asked the President how much of the psalm we should sing? Judge Story replied, Sing it all. We accordingly, contrary to custom, sang it through, without omitting a single stanza. It was remarked that the singing was never better. But as the company are in 4 different rooms, it will be desirable on future occasions to station a person in each room to receive and communicate the time, so that we may sing all together, or keep time, as musicians express it." 1830—"A prayer by Dr. Ware, of 4 minutes, in which, as Dr. Codman remarked, there was no allusion to the Saviour or his religion." None of the parts "were contemptible; and none electrified the audience, as is sometimes the case." 1831—The psalm "was pitched a little too high." 1833—"The concluding oration of the Bachelors by [Francis] Bowen, was a sober, chaste performance. The manner of his bidding adieu to the old meeting-house, as this was to be the last Commencement observed in it, was particularly touching." 1834—Exercises in the new church, which "is so much larger and more convenient than was the former that all who desired were accommodated." 1835—"By my suggestion, as thanks are commonly returned after dinner, when there is great hilarity, and it is difficult to restore order, the usual psalm, LXXVIII, was substituted." 1836—"Be it noted that this is the first Commencement I ever attended in Cambridge in which I saw not a single person drunk in the hall or out of it. There were the fewest present I ever remember, doubtless on account of the bis-centennial celebration to be observed next week." 1837—"A dis-

sertation by R. H. Dana was on the unique topic, Heaven lies about us in our Infancy. He is a handsome youth and spoke well. But his composition is of that Swedenborgian, Coleridgian and dreamy cast which it requires a peculiar structure of mind to understand, much more to relish. . . . The speakers were mostly heard. None had a prompter. For the first time they carried their parts rolled up in their left hands. Two or three only were obliged to unroll them to refresh their memories. The concluding oration, for the first time within my memory, contained not only no names, but even no mention of benefactors. . . . Wine was furnished at dinner as well as cider. As honey or molasses attracts flies and other insects, so these inebriating liquors allure graduates addicted to such drinks, particularly the intemperate, to come and drink their fill." 1838—"Notwithstanding the efforts of the friends of temperance, wine was furnished at dinner. There was nevertheless pretty good order in the hall. . . . There was a meeting in the Chapel after dinner, and it was resolved, though with some opposition, to have an annual meeting of alumni." 1840—"No man was allowed to wait upon ladies into the meeting-house for fear he should remain." 1841—The Governor and suite arrived in good season, escorted by an elegant company of Lancers. 1842—First year in which the following notice was published in the order of exercises: "A part at Commencement is assigned to every Senior, who, for general scholarship, is placed in the first half of his class, or who has attained a certain rank in any department of study." "I saw much wine-drinking. When will this 'abomination of desolation' be banished from the halls of Old Harvard? To add to the annoyance of many attendants, cigars were smoked without mercy." 1843.—"The dinner was very soon despatched. Indeed, the Bishops [Doane and Eastburn] and others compared it to a steamboat dinner, on account of the haste in which it was eaten. . . . Wine in abundance was furnished; and though but comparatively few partook of it while the company were together, yet afterwards there was a gathering of wine-bibbers and tobacco-smokers who filled their skins with vinous potations, the hall with a nauseous effluvia, and the air with bacchanalian songs and shouts." Mrs. Quincy, as usual, held a levee at the President's (Wadsworth) House, in the garden of which a brass band "discoursed sweet music." 1844.—Thirty parts assigned; twenty-two performed. "This was the first Commencement, probably, . . . in which no exercises were assigned to candidates for the Master's degree." 1845.—"Votaries of Bacchus" less noisy than usual. At Professor Beck's large and sumptuous entertainment wine was "administered by black servants." 1846.—The dinner was served with only wine and lemonade, for the first time, it is believed. 1847.—Levee at President Everett's. "The band of music in attendance played at my solicitation Tivoli, Marseillais Hymn and Auld Lang Syne." No speeches after dinner, for want of time. 1848.—Twenty-six parts delivered; "all spoke sufficiently loud." "I prefaced my setting the psalm with the remark that as time had not yet beaten me, I should beat time once more, as this practice enables a large company the better to keep time." Between 1784 and 1848 there were but six rainy Commencements, viz.: 1796, 1798, 1835, 1837, 1845, 1846.

Dr. Pierce's long record ceased just at the time when the character of Commencement was permanently changed. After the middle of this century Class Day drew off the ladies from Commencement, which became more the day of the graduates in which even the Seniors counted for little. Until 1869 the celebration was usually held on the third Wednesday of July; since 1870 it has been held on the last Wednesday in June.

Customs change so fast, that it will not be out of place to describe briefly a very recent Commencement (1896). At ten o'clock in the morning the Lancers, in their

red uniforms, come riding through Harvard Square to the sound of bugles. They draw up in front of the Johnston Gate, and salute the Governor of Massachusetts, who has driven from Boston in a barouche with four horses, as he dismounts and enters the Yard. His Adjutant-General and members of his Staff and the Sheriffs of Middlesex and of Suffolk accompany him. At the door of Massachusetts Hall, where a crowd of graduates has already collected, he is received by the President of the University. Meanwhile, members of the graduating classes of the College and Professional Schools have formed in line, two abreast, in front of Holworthy, Hollis and Stoughton. At the appointed time, the band strikes up a march, the students, in their mortar-boards and gowns, file past Massachusetts, and when their last couple have passed, the President and the Governor, the Corporation and Overseers, distinguished guests and the alumni in order of seniority, join the column, which crosses the Yard to the Meyer Gate, and thence proceeds to Sanders Theatre. There, the graduating scholars take seats in the orchestra and first balcony, the rest of the seats being occupied by their families and friends. At the same time the dignitaries and guests are assigned places on the stage. In the centre, under the musicians' balcony, the President occupies the ancient chair, made, according to tradition, by President Holyoke. Behind him, inside the rail, are ranged the Six Fellows. To his right, in curving rows, are the Overseers, the guests, the alumni up to the very wall. The last seat on the first row, nearest the audience, is assigned to the Governor. The left of the stage is reserved for members of the various Faculties, whose Deans occupy the seats in the first row nearest the President. Many of them wear doctors' hoods of various colors.

The exercises begin with a brief prayer. Then four or five parts are delivered by graduating students representing the Academic Department and the Professional Schools. The appetite for scholastic oratory was long ago satiated; so that the speakers now consume only about an hour and a half; earlier in the century twenty or twenty-five men delivered their parts, and the more indulgent audiences of that period listened to them for four or five hours. At the conclusion of the orations the Master of Ceremonies—the first, Professor M. H. Morgan, was appointed in 1896—summons candidates for the Bachelor's degree to the stage, and as soon as they have come, the Dean of the Faculty of Arts and Sciences rises and presents them to the President, who formally pronounces them Bachelors of Arts, entitled to all the privileges pertaining to that degree. He then hands them bundles of diplomas which they distribute among their classmates when they have returned to their seats. The Master of Ceremonies then calls up in turn the candidates for other degrees, who are presented to the President by their respective Deans, and receive their diplomas in similar fashion. The President, in conferring the degrees on each group, uses the phrase "by and with the consent of the Overseers," and pauses a moment for a nod of assent from the President of the Overseers, sitting in the front row on the right.

The exercises conclude with the bestowal of honorary degrees on persons whom the Corporation and Overseers have chosen for this special distinction. Each recipient rises and bows, while the President announces his name and adds in terse phrase the reasons for conferring this honor. When the recipient has a wide reputation, or is peculiarly popular in academic circles, the burst of applause which greets him is long and hearty. Such, for instance, in recent years was the welcome given to John Fiske, Joseph Jefferson and General Miles. After a benediction, the ceremony ends.

Meanwhile, from eleven o'clock on the College Yard begins to swarm with graduates, who come to attend class meetings and to renew old associations. Nearly fifty classes hold reunions in as many rooms overlooking the Yard. A lunch is provided by each, and until 1894 each had plentiful supplies of claret or rum punch. In that year the Corporation, in order to prevent any possible excess, passed a rule forbidding the use of any liquors—except champagne or beer and ale—in College rooms on Commencement; and as few of the classes care to provide champagne, the tipples are very light. From ten till four o'clock polls are open in Massachusetts Hall, where Bachelors of Arts of five years' standing and certain other qualified electors vote for candidates for Overseers, the voting being conducted by the Australian system. At one o'clock, the Association of the alumni meets in an upper room in Harvard Hall, and transacts business which rarely consists of more than the perfunctory election of officers and committees for the ensuing year, and the hearing of reports.

Shortly before two o'clock the band sounds "Assembly" at the entrance to Massachusetts. The Chief Marshal of the Day, who is always a member of the class which graduated twenty-five years before, forms the procession, calling the classes in order of seniority. The President of the College and the President of the Alumni lead, and are followed by the Governing Boards and guests, after whom come the alumni. In this order, the column marches past Matthews, Grays, Weld, University and Thayer to Memorial Hall, where the officers and guests take their places at a long table on a raised platform on the north side of the Hall, and the alumni fill all the other space. After the frugal repast is finished, cigars are lighted, and the presiding officer begins the speech-making. He is followed by the President of the University, the Governor of the Commonwealth, and half a dozen others, including usually a representative of the Class which is celebrating its fiftieth Commencement. A body of old Glee Club men sing two or three well-known songs, and the entire company join in singing the Seventy-eighth Psalm and "Fair Harvard." Just before the exercises close, a messenger usually comes from Massachusetts Hall with the names of the newly-elected Overseers. By half-past five, the gathering has dispersed.

CHAPTER V

CLASS DAY

CLASS Day seems to have originated in the custom of the Seniors choosing one of their members to bid farewell to the College and Faculty in a valedictory address. In 1760, we learn that each man brought a bottle of wine to the meeting, and that then, and also on the day of the celebration itself, there was disorder. The list of Class Day Orators begins in 1776; that of the Poets in 1786. The earliest ceremonies, to quote James Russell Lowell, "seem to have been restricted to an oration in Latin, sandwiched between two prayers by the President, like a criminal between two peace-officers." The 21st of June was the day appointed for Class Day, when the Seniors completed their studies; then followed a vacation, after which they came back in August to take their degrees at Commencement. Gradually, the Class Orators adopted English instead of Latin,

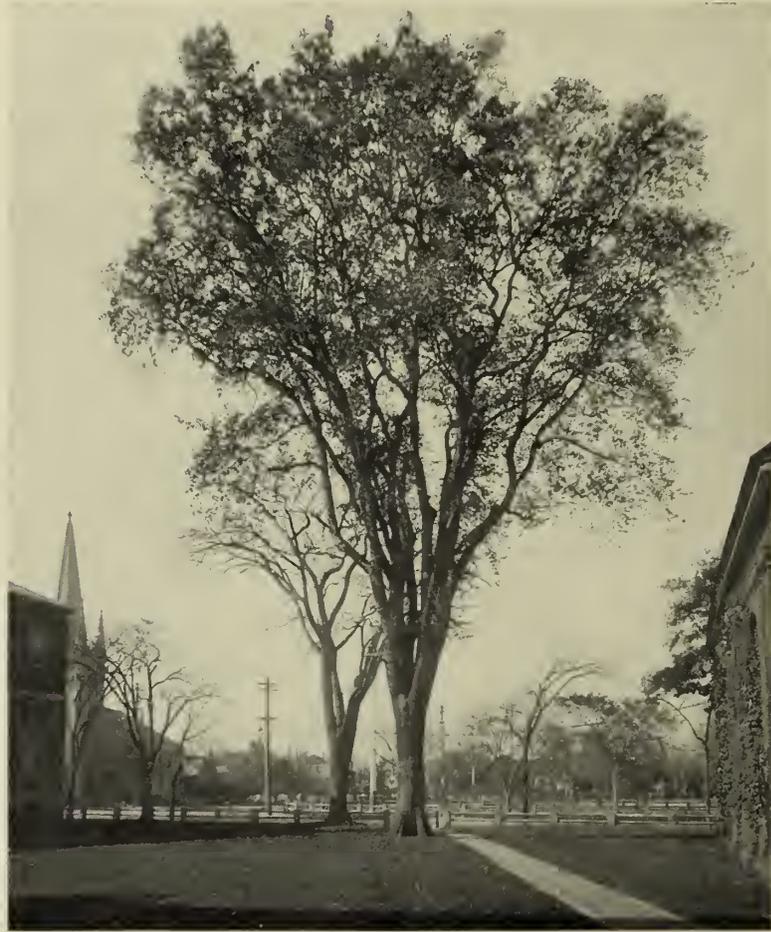
an innovation which led the Faculty to vote, in 1803, that, whereas "the introduction of an English exercise, which gives it more the appearance of a public Exhibition designed to display the talents of the Performers and entertain a mixed audience than of a merely valedictory address of the Class to the Government, and taking leave of the Society and of one another, in which Adieu Gentlemen and Ladies from abroad are not particularly interested; And whereas the propriety of having but one Person to be the Organ of the Class . . . on this occasion must be obvious, and as at the same time it is more Academical that the valedictory performance be in Latin than in English, as is the practice in Universities of the most established reputation abroad, and was formerly our own; *Voted*, that the particular kind of Exercise in the Senior Class at the time of their taking leave of the College, Sanctioned by the usage of a Century and a half, be alone adhered to, and consequently that in future no performance but a Valedictory Oration in the Latin language, except music adapted to the occasion, be permitted in the Chapel on the day when the Seniors retire from the Society."

A description of a Class Day a little earlier than this (1793) is given in Robert Treat Paine's *Diary*: "At ten the class walked in procession to the President's, and escorted him, the Professors and Tutors to the Chapel, preceded by the band playing solemn music. The President began with a short prayer. He then read a chapter in the Bible; after this he prayed again; Cutler then delivered his poem. Then the singing club, accompanied by the band, performed Williams' Friendship. This was succeeded by a valedictory Latin Oration by Jackson. We then formed and waited on the Government to the President's, where we were very respectably entertained with wine, etc. We then marched in procession to Jackson's room, where we drank punch. At one we went to Mr. Moore's tavern and partook of an elegant entertainment, which cost 6s. 4d. a piece. Marching then to Cutler's room, we shook hands and parted with expressing the sincerest tokens of friendship."

The Faculty were unable to enforce their restriction as to Latin, although for several years (1803-8) no Poets or Orators are recorded; then the performances went on pretty regularly in English, and were concluded by a dance (of the Seniors only) round the Rebellion Tree. By 1834, the Seniors had begun to entertain their friends with iced punch, "brought in buckets from Willard's Tavern (now the Horse Railway Station), and served out in the shade on the northern side of Harvard Hall." This practice led to drunkenness and disturbances, and finally, in 1838, President Quincy encouraged the conversion of Class Day into the respectable celebration which it has since been. Not only the Faculty and a few residents of Cambridge, but the friends of the Seniors from far and wide, were invited to the exercises; ladies, young and old, attended the "spreads" — or entertainments — provided by the Seniors, and, with the introduction of the gentler sex, the performances became gentle. In 1850, after the exercises in the Chapel, the class, accompanied by friends and guests, withdrew to Harvard Hall, where there was a rich collation. "After an interval of from one to two hours," writes a recorder at that date, "the dancing commences in the Yard. Cotillions and the easier dances are here performed, but the sport closes in the Hall with the Polka and other fashionable steps. The Seniors again form, and make the circuit of the buildings, great and small. They then assemble under the Liberty Tree, around which, with hands joined, they dance, after singing the students' adopted song, 'Auld Lang Syne.' At parting each member takes a

sprig or a flower from the beautiful 'Wreath' which surrounds the 'farewell tree,' which is sacredly treasured as a last memento of college scenes and enjoyments."¹

Other officers, besides the Orator and Poet, have been added from time to time; there are now three Marshals, chosen for their popularity or for athletic prowess; a Chorister, who writes the music for the Class Song, and conducts the singing at the Tree; an Odist, who composes an ode to be sung to the tune of "Fair Harvard," at the morning exercises; and an Ivy Orator. The last officer is expected to deliver a humorous composition, in which he hits off, in merry fashion, the history of the Class, not sparing his classmates nor the Faculty.



CLASS DAY TREE

Forty years ago it was the custom to plant an ivy when a President went out of office; then each Class planted its ivy on Class Day, and listened to the Orator. But as the ivy never grew, the oration was no longer delivered in the open air under the shadow of Boylston, but in the Chapel, and now in Sanders Theatre. The Seniors also choose a Secretary (who publishes, from time to time, a Class Report), a Class Committee, a Class Day Committee, and a Photograph Committee. A Hymnist and a Chaplain are no longer chosen.

¹ *College Words and Customs.*

Class Day has long been the gala day of Cambridge. The "spreads" and "teas" have become more and more elaborate. Every Senior who can afford it takes this opportunity of entertaining his friends, and of paying off social debts. In his cap and gown (which have been worn since 1893 instead of evening dress and silk hat) he is, from morning till midnight, a person of greater importance than, presumably, he will ever be again. And on no other occasion in these parts can there be seen so many pretty faces and dresses, so many proud parents, and so much genuine merriment. The literary exercises in the forenoon are followed by the spreads, at some of which there is dancing; then by the exercises at the Tree, with the final struggle for the wreath, and then by teas and dancing throughout the evening. When darkness comes the Yard is illuminated by festoons of Japanese lanterns; the Glee Club sings in front of Holworthy; the Banjo and Mandolin Clubs play on the steps of Austin Hall; and then, at ten o'clock, a pyrotechnic piece, in which the number of the class is interwoven, is set off; but it is still some time before the last visitors turn towards home, and the Seniors, wearied out with excitement, drop into bed.

Unfortunately, the great increase in the number of students has so swelled the attendance on Class Day as to threaten an undesirable change in its character. Of late years from 10,000 to 12,000 tickets to the Yard, and from 4000 to 5000 tickets to the Tree have been distributed. In 1895, the Corporation conferred with the Class Day Committee of 1897, with a view to correcting abuses, and suggested that the festivities be scattered over three days, instead of being concentrated on one day; and they strenuously objected to the exercises at the Tree. They pointed out that the temporary benches were unsafe for the spectators, in case of panic, and that they endangered the adjoining buildings, in case of fire. The Corporation further objected to the scrimmage for flowers, which had become almost a "slugging match," in which participants have their football clothes torn off, or their faces bloodied. The Class of 1897, after much agitated discussion, decided to retain the exercises at the Tree, but to remove, if possible, their objectionable features, and, by limiting the number of admissions and providing better benches, to decrease the risk from panic. The Corporation still remained firm, and in 1898 the exercises were transferred to the Delta, around the John Harvard statue.

On the lists of Class Day Orators and Poets are found the names of many men who distinguished themselves in later life, and so justified their classmates' choice. For instance, among the orators are H. G. Otis, 1783; Henry Ware, 1785; J. C. Warren, 1797; James Walker, 1814; E. S. Gannett, 1820; F. J. Child, 1846; and Henry Adams, 1858. Among the Poets are Joseph Story, 1798; Washington Allston, 1800; J. G. Palfrey, 1815; George Bancroft, 1817; W. H. Furness, 1820; R. W. Emerson, 1821; George Lunt, 1824; F. H. Hedge, 1825; C. C. Felton, 1827; O. W. Holmes, 1829; J. R. Lowell, 1838; and E. E. Hale, 1839. The old custom of giving a jack-knife to the ugliest man in the Senior Class was abandoned when classes became so large that either there was less intimacy among their members, or it was impossible to agree upon the person to be thus distinguished; but each class still presents a cradle (usually commuted into a piece of silver) to the first child born to a member of the Class. The class of 1877, owing to internal dissensions, failed to elect Class Day officers, except a secretary,—who was the late William Eustis Russell, Governor of Massachusetts.

CHAPTER VI

DRESS

I HAVE come upon no description of the dress of the students during the seventeenth century. Probably there were no restrictions, the academic costume of the English Universities having been generally copied. But, by the middle of the last century, some of the students were so extravagant in their garb as to call out the following vote from the Overseers (October 1754): "It appearing to the Overseers, that the costly habits of many of the scholars, during their residence at the College, as also of the candidates for their degrees on Commencement days, is not only an unnecessary expense, and tends to discourage persons from giving their children a College education, but is also inconsistent with the gravity and demeanor proper to be observed in this Society, it is therefore recommended to the Corporation to prepare a law, requiring that on no occasion any of the scholars wear any gold or silver lace, or any gold or silver brocades in the College or town of Cambridge; and that, on Commencement days, every candidate for his degree appear in black, or dark blue, or gray clothes; and that no one wear any silk night-gowns; and that any candidate who shall appear dressed contrary to such regulations may not expect his degree." Gowns were introduced about 1760, but, after the Revolution, the prescription of 1754 seems to have been unobserved, for, in 1786, another sumptuary law was established, prescribing a distinct uniform for each of the classes. "All the Undergraduates shall be clothed in coats of blue gray, and with waistcoats and breeches of the same color, or of a black, or nankeen, or an olive color. The coats of the Freshmen shall have plain button-holes. The cuffs shall be without buttons. The coats of the Sophomores shall have plain button-holes, like those of the Freshmen, but the cuffs shall have buttons. The coats of the Juniors shall have cheap frogs to the button-holes, except the button-holes of the cuffs. The coats of the Seniors shall have frogs to the button-holes of the cuffs. The buttons upon the coats of all the classes shall be as near the color of the coats as they can be procured, or of a black color. And no student shall appear within the limits of the College, or town of Cambridge, in any other dress than in the uniform belonging to his respective class, unless he shall have on a night-gown or such an outside garment as may be necessary over a coat, except only that the Seniors and Juniors are permitted to wear black gowns, and it is recommended that they appear in them on all public occasions. Nor shall any part of their garments be of silk; nor shall they wear gold or silver lace, cord, or edging upon their hats, waistcoats, or any other parts of their clothing. And whosoever shall violate these regulations shall be fined a sum not exceeding ten shillings for each offence."¹

The students rebelled against this prescription, and, in 1798, the rules about frogs and button-holes were abrogated, but the blue-gray or dark-blue coat was still prescribed. Three-cornered cocked hats were then in fashion; the hair "was worn in a queue, bound with a black ribbon, and reached to the small of the back." Ear-locks were subjected to curling-tongs and crimping-iron. Lawn or cambric furnished ruffles for the shirt bosom. The shoes were pointed, and turned upward at the end, "like the curve of a skate." Buckles for the knees and shoes, a shining stock for the throat, a double-breasted coat, waistcoat and breeches, completed the toilette of the student at the close of the last century.

¹ Laws of 1790.

Again, in 1822, the Faculty tried to regulate the dress of the undergraduate, and passed the following ordinance, which was not formally abolished for many years; "Coat of black mixed (called also Oxford mixed, black with a mixture of not more than one-twentieth, nor less than one twenty-fifth part of white), single breasted, with a rolling cape, square at the end, and with pocket-flaps, the waist reaching to the natural waist, with lappels of the same length; with three crow's-feet made of black silk cord on the lower part of the sleeve of the coat of a Senior, two on that of a Junior, and one on that of a Sophomore. Waistcoat, of black-mixed or of black, or, when of cotton or linen fabric, of white; single-breasted, with a standing collar. Pantaloon, of black-mixed, or of black bombazet, or, when of cotton or linen fabric of white. Surtout or great-coat, of black-mixed, with not more than two capes; or an outer garment of camlet or plaid. The buttons of the above dress must be flat, covered with the same cloth as that of the garment; not more than eight nor less than six on the front of the coat, and four behind. A surtout, or outside garment, is not to be substituted for the coat; but the Students are permitted to wear black gowns, in which they may appear on all public occasions. A night-gown of cotton, or linen, or silk fabric, made in the usual form, or in that of a frock-coat, may be worn, except on the Sabbath and on Exhibition or other occasions when an undress would be improper. Neckcloth, plain black, or plain white. Hat of the common form and black; or a cap, of an approved form. Shoes and boots black." This costume was to be worn, moreover, in vacation as well as in term-time, under penalty of dismissal. In the catalogue of 1825, the following prices are given: "coat \$15 to \$25; pantaloons, \$4 to \$8; vest, \$3 to \$5; outside coat, \$15 to \$25."

In the catalogue for 1849, the requirements for dress are stated thus: "On Sabbath, Exhibition, Examination and Commencement Days, and on all other public occasions, each student in public shall wear a black coat, with buttons of the same color, and a black hat or cap." But with the increase of students, the difficulty of examining the color of their buttons also increased; moreover, academic sentiment tended toward freedom in this as in other matters, so that, although the sumptuary laws still remained in the College "Bible," they were less frequently enforced, and from about 1870 we hear no more of them. Students now dress as they please; the force of custom sufficed to bring the Seniors out in evening dress and silk hats on Class Day and Commencement, until 1893, when the Class voted to wear caps and gowns on Class Day and Commencement; and since custom of late years has sanctioned the wearing of tennis suits or bicycle garb to College exercises, the last vestige of uniformity and soberness in dress has vanished.

CHAPTER VII

COLLEGE CLUBS AND SOCIETIES

COLLEGE societies have played so large a part in undergraduate life during the present century that we are curious to know what societies there were at Harvard two centuries ago. I have found, unfortunately, no mention of clubs or societies in early times. About the middle of the eighteenth century the Faculty took particular pains to improve the declamation of the students; and this seems to have led to the formation of speaking clubs; for in the entertaining *Diary* of Nathaniel Ames (Class of 1761) there are several memoranda of plays, such as *The*

Roman Father, Addison's *Cato*, *The Revenge* and *The Orphan*, — performed by the students in their rooms. Under date of November 13, 1758, Ames says "Calabogus Club begun;" December 9, "went [to] Whitfield club [at] Hooper's cham[bcr];" December 31, "Club at my chamber;" May 5, 1759, "Joyn'd the Tea Club;" October 19, "Joyn'd a new Club." What the proceedings of these societies were we can only conjecture. Not until 1770, do we come to an association which still exists. This, the "Institute of 1770," was originally a Speaking Club, founded by Samuel Phillips, John Warren and other Seniors in the Class of 1771. No member was allowed to speak in Latin without special leave from the President. The orators spoke on a stage four feet in diameter, two feet high, "with the front Corners clipt," and they chose such subjects as "The Odiousness of Envy," and "The Pernicious Habit of Drinking Tea." In 1773, this Club united with the "Mercurian Club," founded two years before by Fisher Ames. In 1801, it called itself "The Patriotic Association," and, later, "The Social Fraternity of 1770." In 1825, two more rivals, "The Hermetick Society" and the "Ἀκριβολογούμενοι" coalesced with it, under the name of the "Institute." It passed from the Seniors to the Juniors, and at last to the Sophomores, who elect in May every year ten Freshmen; these, at the beginning of their Sophomore year, elect the rest of the members — seven or eight "tens" in all — of their Class. The "Institute" kept up its literary exercises until about 1875, when it became merely the mask behind which the Δ.K.E., a secret society, hid itself. The first four or five "tens" were members of the Δ.K.E.; the others had the empty honor of calling themselves members of the "Institute." The Δ.K.E., popularly called "the Dickey," is now the most harmful society in the College; its regular meetings resemble the *Kncipe* of German students; its neophytes are subjected to silly and sometimes injurious hazing, under the guise of initiation; its members give three theatrical performances each year. Some of the most prominent members of the Class of 1883, finding that they could not reform the Δ.K.E., resigned from it in a body. About 1890, the newspapers having given startling reports of the proceedings of the Dickey, the Faculty threatened to abolish it: whereupon its members pledged themselves to do away with the more objectionable practices.

The Harvard Chapter of the Phi Beta Kappa was founded in 1779. In its origin it was a secret society, devoted to the encouragement of literary exercises. Its members were Seniors and Juniors. In 1831, the veil of secrecy was withdrawn, and the mystic letters Φ.Β.Κ. were found to stand for *Φιλοσοφία Βίου Κυβερνήτης*, — "Philosophy the guide of life." Its members were chosen according to their rank in scholarship; rarely, besides the first twenty-five, a man of lower grade was admitted. The undergraduate work of the Society ceased long ago; but it holds a meeting annually on the day after Commencement, at which graduate and undergraduate members attend, to listen to an oration and a poem by men of distinction chosen for the occasion. Honorary membership is coveted by those who failed while in College to secure the rank required for election, but who since graduation have distinguished themselves.

The "Hasty Pudding Club" is the most characteristic and famous of all the Harvard Societies. It was founded in 1795, by members of the Junior Class, among whom were Horace Binney and John Collins Warren. Its aims were to "cherish the feelings of friendship and patriotism." At its weekly meetings two members in turn provided a pot of hasty pudding. Besides the regular debates and essays, there was given a public performance every spring, at which an oration and poem were delivered. On December 13, 1844, members of the Class of 1845 gave in Hollis 11 the burlesque *Bombastes Furioso*, with which the custom of performing

a farce originated; this has gradually been extended until now there are three theatrical performances each year — one before Christmas, one before the Spring recess, and one, "Strawberry Night," just before Class Day. For many years the "Pudding" troupe repeated their performances in Boston and New York for the benefit of the University Boat Club; but in 1896, the Faculty refused permission for the theatrical or musical clubs to give performances in places so distant that the students could not return to Cambridge from there the same evening. Up to 1849, the Pudding's meetings were held in the rooms of the members; then, the College allowed the Society to use Stoughton 29, to which three other rooms were subsequently added. But, owing to a fire in 1876, which broke out in the Pi Eta rooms in Hollis, the Faculty removed the Club to the wooden Society Building on Holmes Field. This was so far away that the meetings were poorly attended, and the Class of 1880 hired supplementary rooms on



OLD HASTY PUDDING CLUB

Brattle Street. That Class also raised a subscription among its members for a new building; the Class of 1881 took the scheme up, laid it before the graduates, formed committees for collecting funds, and so pushed the project that in 1888 a large new club-house, costing over \$30,000 and containing a library, meeting-rooms and theatre, was dedicated on Holyoke Street. Formerly, the Seniors chose eight Juniors who in turn elected the members from their class. To be on the "first eight" was deemed a sign of great popularity. But with the increase in membership this old scheme, which engendered much wrangling, has been given up; the members are elected in larger squads, and their names are arranged alphabetically. The Class of 1881 also abolished the old initiation, — running in the Yard, going to bed at sunset, writing mock-essays, and the bath in the meal-tub, — childish performances which no longer suited the times. The "Pudding" is now the largest social organization in the College; its secrecy has been abandoned, and it ought in the future, if properly directed, to be not only the best exponent of undergraduate opinions, but also a strong means of fostering the interest of the graduates in

undergraduate affairs. In November 1895, the Pudding celebrated its centennial by a play at its theatre and by a large banquet in Boston, at which Joseph H. Choate presided.

The "Medical Faculty" held an unique place among Harvard societies, and so deserves to be recorded. It was founded in 1818, its object being "mere fun." Its early



PORCELLIAN CLUB

meetings were held in the rooms of the members. "The room was made as dark as possible and brilliantly lighted. The Faculty sat round a long table, in some singular and antique costume, almost all in large wigs, and breeches with knee-buckles. This practice was adopted to make a strong impression on students who were invited in for examination. Members were always examined for admission. The strangest questions were asked by the venerable board, and often strange answers elicited, — no matter how remote from the purpose, provided there was wit or drollery. . . . Burlesque lectures on all conceivable and inconceivable subjects were frequently read or improvised by members *ad libitum*. I remember something of a remarkable one from Dr. Alden (H. U. 1821), upon part of a skeleton of a superannuated horse, which he made to do duty for the remains of a great German Professor with an unspeakable name. Degrees were conferred upon all the members, M.D. or D.M. (Doctor of Medicine or Student of Medicine) according to their rank. Honorary degrees were liberally conferred upon conspicuous persons at home and abroad."¹ A member of the Class of 1828, writes: "I passed so good an examination that I was made *Professor longis extremitatibus*, or Professor with long shanks. It was a society for purposes of mere fun and burlesque, meeting secretly, and always foiling the government in their attempts to break it up."¹ It printed Triennial Catalogues travestyng those of the College.



A. D. CLUB

¹ *College Words and Customs*, 1850, pp. 199, 200.

The doggerel Latin of the prefaces to these has been aptly called "piggish." The Catalogue of 1830, after stating that "this is the most ancient, the most extensive, the most learned, and the most divine" of societies, adds: "The obelisks of Egypt contain in hieroglyphic characters many secrets of our Faculty. The Chinese Wall, and the Colossus at Rhodes were erected by our ancestors in sport. . . . It appears that the Society of Free Masons was founded by eleven disciples of the Medical Faculty expelled in A.D. 1425. Therefore we have always been Antimason. . . . Satan himself has learned many particulars from our Senate in regard to the administration of affairs and the means of torture. . . . 'Placid Death' alone is co-eval with this Society, and resembles it, for in its own Catalogue it equalizes rich and poor, great and small, white and black, old and young." From the Catalogue of 1833, we learn that "our library contains quite a number of



ALPHA DELTA PHI CLUB

books; among others ten thousand obtained through the munificence and liberality of great Societies in the almost unknown regions of Kamschatka and the North Pole, and especially through the munificence of the Emperor of all the Russias. It has become so immense that, at the request of the Librarian, the Faculty have prohibited any further donations. In the next session of the General Court of Massachusetts, the Senate of the Faculty (assisted by the

President of Harvard University) will petition for 40,000 sesterces, for the purpose of erecting a large building to contain the immense accumulation of books. From the well-known liberality of the Legislature, no doubts are felt of obtaining it." Among the honorary degrees conferred was one on Alexander I of Russia, who, not understanding the joke, sent in recognition a valuable case of surgical instruments, which went by mistake to the real Medical School. Chang and Heng, the Siamese Twins, Sam Patch, Day and Martin, and Martin Van Buren were also among the honorary members. The "Medical Faculty" was suppressed by the College Government in 1834, but it was sub-



ZETA PSI CLUB

sequently revived; but its proceedings have been kept so secret for so many years past that only on Class Day are even the names of the Seniors who belong to it known, from their wearing a black rosette with a skull and bones in silver upon it.

Only one other society which was organized in the last century still exists: the Porcellian or Pig Club, founded in 1791 for social purposes, and united, in 1831, with the Knights of the Square Table. It still maintains the secret initiation, but is otherwise a convivial organi-

zation, having a small membership, and consequently heavy dues. The Club in 1890, erected a large club-house on the site of the rooms which it has occupied for many years.

Of other societies which once were famous and have long since been dissolved, mention should be made of the Navy Club (1796-1846), whose flagship consisted of a marquee "moored in the woods near the place where the house of the Honorable J. G. Palfrey now stands;" and of the Harvard Washington Corps (1811-34), a military company whose parades and feasts were notorious. Then there was the Engine Society, which managed the fire-engine presented to the College by the Legislature after the burning of Harvard Hall; it used to attend the fires in Cambridge and the neighboring towns, the firemen staying themselves with rum and molasses — "black-strap" — and was forcibly disbanded in 1822, after it had flooded the room of the College Regent. About 1830, a passion for secret societies swept through the American Colleges, and Harvard had its chapters of many



DELTA PHI HOUSE

Greek Letter Societies, which flourished until the advent of the Class of 1859, when they were abolished by the Faculty. At that period there also existed a lodge of mock Free Masons. The tendency during the past generation has been in an opposite direction. Of late the old Greek Letter organizations have been revived, but as social clubs, and secrecy — so attractive to the juvenile imagination — is now held in less esteem. Six of these social clubs now have houses of their own, — the Porcellian, the A.D., the Alpha Delta Phi, the Zeta Psi, the Delta Phi and the Theta Delta Chi. The O.K., founded in 1859, is literary, being composed chiefly of the editors of College papers, and holds fortnightly meetings in the rooms of its members. The Pi Eta (1865) is a Senior Society which draws its members from those who do not belong to the Hasty Pudding. It occupied at first rooms



THETA DELTA CHI HOUSE

in a house on Brighton (now Boylston) Street; in the spring of 1873 it removed to the upper floor of the north entry of Hollis, where it remained until January 26, 1876, when a fire broke out in its quarters. Its next habitation was in Roberts Block on Brattle Street. Finally, in the spring of 1894, it bought and fitted up a commodious house in Winthrop

Square, to which, in 1897, it added a theatre. The Signet, a third Senior Society comprising twenty-one members, was founded in 1870. It is a literary and good fellowship society, and now has a snug club-house on Mount Auburn Street. The introduction and expansion of the Elective System have greatly modified the social aspects of the College, by obliterating the distinction between class and class, and it is evident that this modification will increase rather than diminish.

In the past, societies founded for literary or intellectual purposes almost universally became transformed into social organizations, where conviviality and good fellowship were the prime requisites. But of late there have sprung up societies composed of men who are interested in the same work, and who discuss their favorite topics at their meet-



PI ETA HOUSE

ings. Some of these societies are the Classical Club (1885); Le Cercle Français (1886); the Deutscher Verein (1886); the Harvard Natural History Society (1837); the Boylston Chemical Club (1887); the Electrical Club (1888); the Historical Society (1880); the Finance Club (1878); the Free Wool Club (1889); the Philosophical Club (1878); the Art Club (1873); the English Club (1889); the Camera Club (1888); the International Law Club (1891); and the Shakespeare Club. The religious organizations are the Society of Christian Brethren (1802), now transformed into the Young Men's Christian Association; the St. Paul's Society (1861); and the Total Abstinence League (1888); The Catholic Club; The Prospect Union; and The Religious Union. The Pierian Sodality, or College orchestra, was founded in 1808; the Glee Club in 1858, the Banjo Club in 1886, and the Guitar and Mandolin Clubs more recently. There are also a Chess Club which has played intercollegiate tournaments with Columbia, Yale and Princeton, and organizations of members from the chief

preparatory schools (Andover and Exeter), and of students from the Southern States, from Minnesota, Connecticut and Canada. Many of the literary clubs give public lectures, and the musical societies give concerts during the winter and spring months. Many of these organizations vary from year to year, according as greater or less interest is taken in their respective objects. During political campaigns, students organize partisan clubs, which thrive till the excitement is over. Debating, which has had a strong revival at Harvard, got great impetus by the founding of the Harvard Union, in 1880. The Union, although organized primarily for debates, expected in time, like the Unions at Cambridge and Oxford, to grow into a social organization comprehensive enough to admit members from all sections of the University. But this result was delayed. In 1893, internal dissensions split the Union into two parts, from which a new Union and a Wendell Phillips Club, subsequently known as the Forum, were formed. These societies have conducted debates among their own members, and with each other, and furnished most of the speakers who represented Harvard in the intercollegiate debates with Yale and Princeton. In 1898 this dual organization was given up and a new general society, the University Debating Club, was formed to take their place. In 1896, an Advisory Committee, consisting of members of the Faculty, of several graduates, and of representatives of the Union and Forum was established to superintend these contests. During the winter of 1895-96, a body of influential graduates, in response to interest which had been aroused, agitated the question of raising money for a large University Club, which should do for Harvard what the Unions have done at the British Universities. The general sentiment of alumni and students favored immediate action; but the political and financial condition of the country made it inadvisable to attempt to raise the necessary \$200,000 then; and the project still awaits a more favorable time. That such a Club is needed, no one familiar with the social status of Harvard can deny. Of one other recent organization, the Harvard Memorial Society, mention should be made. It was founded in 1895, for the purpose of marking buildings and places of historic interest by suitable tablets, of conducting public lectures, and of preserving Harvard memorabilia.

In 1881, students taking Greek courses performed *Antigone* in the original, with music composed by Professor J. K. Paine. In 1894, members of the Latin department gave Terence's *Phormio*, and in 1895, students in the English department gave Ben Jonson's *Epicure*. Under the auspices of the Department of French the classic play of *Athalie* was produced in 1897, by students of Harvard and Radcliffe. Each of these plays was performed in Sanders Theatre, the stage, scenery and costumes being made to reproduce as exactly as possible those of Greek, Roman, Elizabethan and Louis XIV times respectively.

CHAPTER VIII

HARVARD JOURNALISM

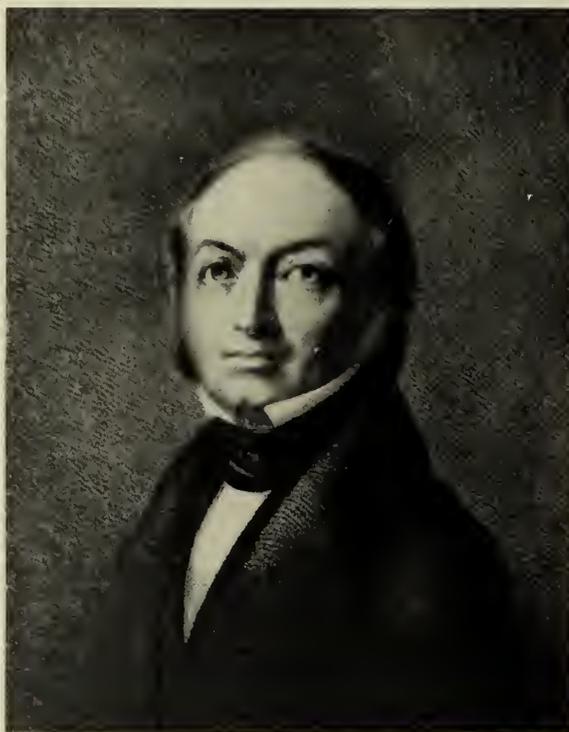
HARVARD journalism has not, on the whole, taken so high a rank as might be desired; it has not, for example, kept the plane which the students' publications of Oxford and Cambridge have held. And yet undergraduates have, from time to time, been connected with the Harvard journals who have later achieved a reputation in liter-

ature. The first paper published was the "Harvard Lyceum," July 14, 1810; among its editors were Edward Everett and Samuel Gilman, author of "Fair Harvard." It expired in 1811, after eighteen numbers had appeared. The "Harvard Register," an octavo of thirty-two pages, was issued in March 1827, but died from lack of support in February 1828, although George S. Hillard, R. C. Winthrop, C. C. Felton and F. H. Hedge were on its editorial board. "The Collegian," starting in February 1830, ran out after six numbers. O. W. Holmes was one of its contributors, and furnished several pieces which have since been republished in his collected works. "Harvardiana" had a longer life (September 1835-June 1838), and had J. R. Lowell as one of its editors. The next venture, "The Harvard Magazine," was launched in December 1854, and, although sometimes on the verge of foundering, floated till July 1864. Among its originators were F. B. Sanborn, Phillips Brooks and J. B. Greenough. In 1866, appeared a new "Collegian," but after three numbers it was suppressed by the Faculty. In May 1866, the "Advocate," a fortnightly, was issued, and it has had a prosperous career ever since. In 1873, "The Magenta" (whose name was subsequently changed to "The Crimson") was founded, and ran successfully till 1883, when it was consolidated with the "Daily Herald" (founded in 1882). Previously to the "Herald," in 1879, "The Echo," the first College daily, had been started, and largely through the energy of Frank Bolles, its manager, it paid its way. In 1894, a body of students ambitious to compete with the "Crimson" founded a second daily paper, the "News," which lived through one year, but suspended publication in the autumn of 1895. In 1876, an illustrated fortnightly, "The Lampoon," was founded, and soon extended its circulation outside of the College, through the clever skits and parodies of Robert Grant, F. J. Stimson and J. T. Wheelwright, and the comic cartoons of F. G. Attwood. Its publication ceased in 1880, but in the following year a new series was begun. "The Harvard Monthly," more solid in character, was founded in 1885. Moses King, a member of the Class of 1881, published an illustrated monthly, called the "Harvard Register," from January 1880 to July 1881. Early in 1892, some graduates of the Class of 1878, conceived the project of establishing a magazine which should furnish the alumni with news of the University and be a medium for the discussion of pertinent topics. A general meeting of the alumni was called in Boston, Phillips Brooks presiding, and so much interest was manifested that a general canvass was made for the support of Harvard men throughout the country. Returns sufficiently favorable were soon received, and on October 1, 1892, was issued the first number of "The Harvard Graduates' Magazine," a quarterly of from 160 to 176 pages. Its management is in the hands of the executive committee of a Council elected annually by the Harvard Graduates' Magazine Association. William Roscoe Thayer, of the Class of 1881, was appointed its editor, and Frank Bolles, LL.B., 1882, its University Editor. On the death of Mr. Bolles in 1894, he was succeeded by Professor Albert Bushnell Hart. In 1894, a Radcliffe College department was added, under Miss Mary Coes. Since 1874, an annual directory of membership in clubs and societies, called the "Index," has been issued about Christmas time.

CHAPTER IX

SPORTS AND GYMNASTICS

WE have no record of the games and sports in which the students of the seventeenth century indulged. Freshmen, down to the Revolution, were required to "furnish batts, balls and footballs for the use of the students, to be kept at the Buttery." Drilling with the train-band was a favorite diversion of our ancestors, and as it seems to have been followed by a good deal of drinking, the Harvard Faculty rarely allowed students to "train." In days when the Freshmen were fags, they, at least, did not lack physical ex-
 liar kind. In N. Ames' entries as these: "June Grass mow'd." "July 1, hay." Hunting was neighborhood, for the "September 10 (1759) him." "September 11. evening." "Septem-Brall Bliss & others." on Fresh Pond. Fre-took place between the writer in the "New (vol. iii, p. 239) de-enjoined by the Gov-been in vogue from was for the Sopho-Freshmen to a wrest-Sophomores were gave a similar chal-conquered, the Seniors treated the victors to etc., as they chose to



CHARLES FOLLEN

ercise, often of a pecu-
 "Diary" we meet such
 26 (1758). President's
 finished the President's
 also to be had in this
 same diarist reports,
 a Bear seen. Men hunt
 Bear kil'd, a dance this
 ber 26 a Bear kill'd by
 There was skating, too,
 quent fights, or rushes,
 two lower classes. A
 England Magazine" scribes
 "a custom, not ernment,
 [which] had time immemorial.
 That mores to challenge the
 ling match. If the thrown,
 the Juniors lence. If these
 were entered the lists, or
 as much wine, punch,
 drink. . . . Being dis-

gusted with these customs, we [Class of 1796] held a class-meeting, early in our first quarter, and voted unanimously that we should never send a Freshman on an errand; and, with but one dissenting voice, that we would not challenge the next class that should enter to wrestle." The Harvard Washington Corps, a military company, was established about the year 1769, and from its motto—*Tam Marti quam Mercurio*—it was first called the Marti-Mercurian Band. It flourished nearly twenty years; was revived in 1811, and was finally disbanded in 1834.

The first regular training in gymnastics was given by Dr. Charles Follen, who, about 1830, set up apparatus on the Delta. At that time swimming was the favorite sport, and as the Charles River had not yet been turned into a sewer for Brighton, its waters were clean. Rowing-parties made their *rendezvous* at Fresh Pond. Colonel Higginson¹ tells of

¹ *Harvard Book*, ii, 188.

a member of the Class of 1839 who was cited before the Faculty on the charge of owning a ducking-float there, and when he pleaded that it was in no way a *malum prohibitum*, he was told "that no student was allowed to keep a domestic animal except by permission of the Faculty, and that a boat was a domestic animal within the meaning of the statute." Cricket, base-ball and foot-ball, but of old-fashioned, crude varieties, were played at that time. The last "was the first game into which undergraduates were initiated, for on the first evening of his college life the Freshman must take part in the defence of his class against the Sophomores." About 1844, Belcher Kay opened a gymnasium.

Rowing began in earnest in 1844, when the Class of 1846 bought an eight-oared boat, the "Star," which they re-named the "Oneida." "It was 37 feet long, lapstreak



OLD GYMNASIUM

built, heavy, quite low in the water, with no shear and with a straight stem." Other boats, the "Huron," the "Halcyon," the "Ariel" and the "Iris," were almost immediately purchased, each belonging to a club. In 1846, a boat-house was built. The races took place among the various college clubs and also with outsiders. On August 3, 1852, the first intercollegiate race was rowed at Centre Harbor, on Lake Winnipiseogee, between the Harvard "Oneida" and the "Shawmut," of Yale, the former winning by about four lengths over a two-mile course. The next race with Yale, in 1855, on the Connecticut at Springfield, was won by the Harvard "Iris," when short outriggers were used for the first time, and the steering was done by the bow oar (Alexander Agassiz). The next year the first University boat was built at St. John, then the chief rowing town on this side of the Atlantic; and the Harvard crew competed in the usual 4th of July regatta on the Charles River. In 1857 Harvard, having been defeated by Boston clubs, ordered a

six-oar shell of Mackay, with which (June 19, 1858) she won the Beacon Cup, and beat a workingmen's crew on July 4th. This year was organized an Intercollegiate Rowing Association, composed of Harvard, Brown, Yale and Trinity, but, owing to the drowning of the Yale stroke-oar, Dunham, just before the race, the regatta was abandoned. Yale, Brown and Harvard met on Lake Quinsigamond in 1859, and the last won easily, repeating her victory in 1860. Then followed a lull till 1864, when Harvard was beaten by Yale. The annual race between these two colleges took place at Worcester down to and including 1870—Harvard winning seven out of nine times. Sliding seats, used first by Yale in 1870, were adopted by Harvard in 1872; the Ayling oars were introduced from England at Cambridge in 1870, and from time to time improvements were made in the outriggers and row-locks. The most



FRESHMAN CREW AT NEW LONDON

famous of all the races in which Harvard competed was rowed against Oxford, from Putney to Mortlake, four miles and three furlongs, on August 27, 1869. The crews consisted of four men with a coxswain, and Oxford won by six seconds in 22 min. 41½ sec. The College regattas were now revived, and were held at Springfield in 1871-73, and at Saratoga 1874-76. Amherst and Cornell each won twice, and Columbia once. But this system did not commend itself to Harvard and Yale; the number of crews entered (eleven in 1873 and thirteen in 1875) caused many fouls and disputes, and, beginning with 1877, Harvard and Yale agreed to row by themselves. From 1878 to 1895, their annual race was held on the Thames River, at New London, two or three days after Commencement. Harvard has usually rowed a preliminary race with Columbia. In 1874, Robert Cook introduced the "Oxford stroke" at Yale, which was adopted and perfected by W. A. Bancroft (H. U. 1878), the oarsman to whom, more than all others, Harvard owes its aquatic prestige. In order to bring out and train as many oarsmen as possible, the system of "Club crews"

was encouraged during the seventies, but these were superseded (1879) by Class crews, which competed every May over the Charles River course. From 1890 to 1898, a new system was adopted in the Weld Boat Club, formed to stimulate rowing among students not in the regular crews. This has developed great interest, and in 1897, the crew beat the 'Varsity, and compelled a complete reorganization of that crew. Freshmen races with other colleges—Cornell, Columbia, University of Pennsylvania, etc.—have been kept up. The methods of training have undergone great changes. At first, oarsmen trained for only a few weeks before the race; then, a very severe diet was insisted upon; finally, for the past twenty years, the training has begun in the autumn and continued throughout the College year, but the food and drink allowed have been more rational. During the period of



'VARSITY CREW AT NEW LONDON

the annual race with Yale, about a fortnight before the race the 'Varsity crew goes to New London where quarters were built for it in 1881, and received final instruction from a coach. Harvard's great lack, during recent seasons, has been a competent coach. The Athletic Committee declined to sanction the employment of a paid professional, although it was willing to appoint an assistant who should be on the same footing as the Instructor in Physical Training. In 1895, Mr. R. C. Watson, a graduate of the Class of 1869, consented to serve gratuitously for three years. In the autumn of 1896 he retired, and Harvard was fortunate in securing as a coach Mr. R. C. Lehmann, a graduate of Cambridge University, and the leading amateur rowing expert in England, who came to Cambridge and prepared the Crew for the races in 1897 and 1898. Owing to the rupture of athletic relations with Yale, a race was arranged with Cornell, Columbia and the University of Pennsylvania, and was rowed at Poughkeepsie, on June 26, 1896, Cornell being the winner. In 1897 and 1898, Cornell beat both Harvard and Yale.

Base-ball, the second in importance of University sports, is even younger than Rowing. It originated, apparently, in the old game of rounders. Up to 1862, there were two varieties of base-ball—the New York and the Massachusetts game. In the autumn of 1862, George A. Flagg and Frank Wright organized the Base-Ball Club of the Class of '66, adopting the New York rules; and in the following spring the city of Cambridge granted the use of the Common for practice. A challenge was sent to several colleges: Yale replied that they had no club, but hoped soon to have one; but a game was arranged with the Brown Sophomores, and played at Providence June 27, 1863. The result was Harvard's first victory. Interest in the game grew rapidly. On July 9, 1864, Harvard encountered the



JARVIS FIELD

Lowell Club—then the most famous in New England—on the Boston Common, but was defeated. Class nines were organized, and from the best of these the 'Varsity nine was made up. For several years the chief contests were between Harvard and the Lowells or the Trimountains, and,—among professionals—the Athletics, of Philadelphia, and the Atlantics, of Brooklyn. In 1868, the first game with Yale was played. From that year until 1871, Harvard had a remarkable nine, of which A. McC. Bush was captain and catcher. In 1869, it made a long tour, playing the strongest clubs in the country, professionals as well as amateurs, and all but defeating the Red Stockings of Cincinnati, then the champions. After Bush and his colleagues left college Harvard was less successful during several years, but under the captaincy of F. W. Thayer, '78, it was again the leading College club. He invented the catcher's mask—an invention which

brought about the greatest possible change in the method of play; sacrifice hits, base-stealing and curve-pitching—which was declared an impossibility by instructors in physics—came in at this time, and added to the precision of the game. Since 1878 Harvard, although frequently victorious, has had but two excellent nines, that of 1885, captained by Winslow, and that of 1897 captained by James Dean. The nine trains in the Gymnasium during the winter, and is coached by a professional. The most remarkable game on record was played by the Harvards and Manchesters in 1877; it lasted twenty-four innings, neither club making a run. Games in Cambridge were played on the Delta, until that was chosen as the site of Memorial Hall; then Jarvis Field was converted into a ball-field. About



SOLDIER'S FIELD

1876 base-ball and foot-ball were played on Holmes Field; and a little later a cinder fifth-mile track was laid out on Jarvis by the Athletic Association. About 1883 Holmes Field was regraded, a quarter-mile track was laid and the base-ball diamond fixed there; Jarvis being given up to foot-ball and tennis. This arrangement lasted till 1895, when foot-ball games were permanently removed to Soldier's Field, and since 1897, the base-ball games have also taken place there.

Foot-ball, which has lately come to be *par excellence* the autumn sport, was played in desultory fashion up to 1873, when the University Foot-ball Association was organized. The team consisted of fifteen players, and more dependence was placed on individual speed and strength than on concerted play. Gradually, experience suggested improvements, and at Princeton and Yale more than at Harvard the standard of the game was raised. The number of players was reduced to eleven, and in 1880, the Rugby rules were adopted. In 1885, the

playing was so rough that the Harvard Faculty refused to allow the Harvard team to compete; but this prohibition was removed the following year. In 1889, however, brutal acts, tricks and "professionalism" again called for a remedy, and Harvard, having withdrawn from the "triangular league" with Princeton and Yale, negotiated for the formation of a "dual league" with Yale in foot-ball, base-ball and general athletics, similar to the agreement in rowing.

The Old Gymnasium, built in 1860, sufficed, for a time, for the needs of the students, but with the rapid increase in the membership of the College after 1870, the building became overcrowded, and in 1878 Augustus Hemenway (H. U. 1875) gave the College the new Gymnasium, which, in size and appointments, surpassed any other in the country. By 1895, however, the accommodations in even this large building had been outgrown, and Mr. Hemenway provided for an addition to it, by which its capacity was nearly doubled. The addition consists of two wings, which contain two thousand five hundred and twenty-three lockers

(originally, there were only four hundred and seventy-four lockers), hundred and seven dressing-rooms, baths, an enlarged Trophy Room, and a very thorough method of ventilation. Thus, enough space in the main building has been made practicable for gym- and for exercise. The base-ball cage in the basement proved, and five hundred men use daily, many of them working regularly in squads, under the direction of Dr. Sargent or his assistant.



CAREY BUILDING, HOLMES FIELD

ment. The general physique of the students has been steadily raised. Men who, a dozen years ago, ranked among the first class in Dr. Sargent's tests would now fall into the second or third class; and not only has the average of the best been pushed far ahead, but the number of those attaining to any class far exceeds the relative gain in the number of students. On the north side of the Gymnasium an area 12,000 feet square has been asphalted, for out-of-door exercise in winter when the weather permits.

In 1889 two foot-ball fields were laid out on the Norton estate, behind Divinity Hall, for the use of Class and scrub teams. That same year Henry Astor Carey, erected, at an expense of \$36,000, a brick building on Holmes Field, which was fitted up with a rowing tank, in which the Crews practised in winter, a base-ball cage, fives courts and lockers. In 1897, owing to the general removal of athletics to Soldier's Field, the Corporation took this building for purposes of instruction, contributing in return \$15,000 to be expended in improving Soldier's Field. This great playground, comprising twenty-one acres of low land on the south side of Charles River, was presented to the College in 1890 by Major Henry L. Higginson, a member of the

were only four hundred and seventy-four lockers), baths, an enlarged Directors' offices, enough method of much space in the been made practionastic apparatus The base-ball cage in the basement proved, and five hundred men use daily, many of ularly in squads, tion of Dr. Sargants, along a sys-physical develop-eral physique of

Class of 1855, and at his suggestion bears the name of Soldier's Field in memory of six of his friends, Harvard students, who distinguished themselves in the Civil War. Adjoining this tract, the College owns about seventy acres of marsh land, given to it by Henry W. Longfellow and some of his friends: so that there will never be a lack of playground for the students of Harvard. A Locker Building has been put up near the entrance to Soldier's Field (1895) and a new base-ball cage (1897); several acres have been fenced in and provided with tiers of benches for the foot-ball games; and it is planned to lay out fields for the other sports and to build a boat-house large enough for the University and Class Crews. In 1889 George W. Weld gave money for a boat-house, erected on the river bank near Boyiston Street, for



LOCKER BUILDING, SOLDIER'S FIELD

such students as do not belong to the 'Varsity and Class Crews. Any student, by paying a small annual fee, has the right to use its boats.

The Athletic Association, founded in 1874, stimulated the growing interest in physical exercise by holding winter meetings in the Gymnasium, at which there were sparring, wrestling, fencing, tumbling, jumping, tugs-of-war, etc., and spring meetings for running, leaping, shot-putting, bicycle races, and other out-door sports. After about twenty years, enthusiasm in the winter meetings began to flag, and they have been given up. But track athletics still flourish, and the best Harvard athletes (since 1876) have competed at the Intercollegiate Games at Mott Haven, where Harvard won the first cup, winning eight times (Princeton once, Yale twice, and Columbia thrice) in the first sixteen years, 1876-89. Since 1889, Harvard has won three times, in 1890, 1891, 1892, and Yale four times, 1893-96 inclusive. There have also been annual contests in track athletics between Harvard and Yale.

Of the other athletic organizations it is unnecessary to speak in detail. Cricket, although venerable, has never been able to compete in popular favor with base-ball. Bicycling was introduced in 1879, almost simultaneously with Lawn Tennis; the latter has perhaps done more than any other sport to improve the general physique of the students. La Crosse, Sparring, Canoeing and Shooting have all their votaries; and the introduction of Polo about 1890 indicated the increasing number of wealthy students. Still more recently, Ice Polo, Hockey, Yachting and Golf have taken their place along with the older sports: the College interest in them varying in accordance with the fashion of the world outside.

The erection of the Hemenway Gymnasium, the rapid increase in the number of students, and the general advance in the public recognition of the importance of physical development,



WELD BOAT HOUSE

led to the appointment of Dr. Dudley A. Sargent, as Director of the Gymnasium (1879). He was both a physician and a gymnast, and under his supervision students are examined and assigned the apparatus best adapted to their several needs. In 1884, Mr. J. G. Lathrop was appointed an assistant in physical training, and has had especial charge of the candidates for the Track Athletics.

In 1882, the Faculty realized that there was danger of abuses from the tours made by the athletic teams to play matches at distant points, and accordingly a Standing Committee on the Regulation of Athletic Sports was appointed. It consisted of five persons, including two members of the Corporation and of the Faculty respectively, and of Dr. Sargent. Among the regulations adopted by it the most important were these: no College organization should compete with professionals; every athlete must pass a satisfactory physical examination; games out

of Cambridge should be played on Saturdays only. In 1885, the Committee was reorganized to consist of Dr. Sargent, a Cambridge physician, a graduate interested in athletics, and two undergraduates, all to be appointed by the President, to report to the Faculty, and to consult the Faculty on every important question. Although this Committee did its work efficiently, having in view the limitation but not the abolition of sports, the Board of Overseers in 1888, appointed a committee of its own which reported in favor of prohibiting intercollegiate contests. This report led to much discussion, but was not accepted by either the Board or the Faculty. A careful investigation of the conditions of athletics was made by a Faculty Committee which rendered a public report. As a result, a new Athletic Committee was created consisting of three graduates and three members of the Faculty, appointed by



HEMENWAY GYMNASIUM

the Corporation, and of three undergraduates, elected annually by representatives of the three upper Classes. Thus constituted, the Athletic Committee has existed down to the present. It has had to encounter the opposition of many graduates and undergraduates, and of a large part of the public, all of whom either objected to having their amusement curtailed or attributed to the Committee the responsibility for Harvard's loss of prestige in athletics. Slowly, however, the Committee has helped to educate public opinion in the evils of excessive athleticism. It has established sensible rules in the conduct of intercollegiate sports. It has weeded out athletes who entered College as special students for no other purpose than to play on University teams. It has insisted on a strict maintenance of the distinction between amateurs and professionals. It has discouraged the old discrimination between Yale and other Universities, by arranging annual contests with Princeton, Cornell

and the University of Pennsylvania. In 1895, a particularly brutal foot-ball game between Harvard and Yale caused the suspension of athletic relations between the two Universities for two years. In February 1897, an agreement was reached according to which Harvard and Yale are to compete annually in foot-ball, base-ball, track athletics and rowing for five years, all contests, except the rowing races, to take place on the grounds of one of the



HARVARD--YALE FOOT-BALL GAME, SOLDIER'S FIELD, 1897

contestants. This compact reflects great credit on the Athletic Committee, which has so long worked for reforms.

The large sums of money received and expended by the various athletic organizations early required the attention of the Committee, which first appointed a graduate treasurer to audit the accounts, and subsequently appointed a graduate manager to have full control of the finances, as well as of the arrangement of matches. The magnitude of his task can best be shown by the summary on the following page of the cost of athletics for the year 1895-96.

The preceding year the totals went still higher, the receipts being \$61,146.25, and the expenses \$51,947.09, besides nearly \$9000 of old debts.¹

¹ A detailed history of the Athletic Committee from 1882 to 1891, by Prof. J. W. White, can be found in the *Harvard Graduates' Magazine* for Jan. 1893.

	Receipts.	Expenses.
Balance from 1894-95	\$1,733.97	—
Foot-ball	24,167.96	\$11,303.45
Athletic Association	3,191.56	3,594.59
Base-ball	7,810.98	7,913.98
Boat Club	5,120.70	8,265.56
Tennis Club	1,172.24	988.46
Cricket Club	299.35	299.35
Cycling Association	298.75	675.55
'99 Foot-ball (deficiency)	—	284.59
'99 Base-ball	1,321.10	1,161.44
'99 Boat Club	2,232.85	2,274.88
Expense Account (including equipment, care of buildings, general wages, salary, and old debts) }	612.28	9,960.58
	\$47,861.74	\$46,722.43
Balance surplus		1,139.31
		\$47,861.74

CHAPTER X

CONCLUSION

IT would be a grateful task to record, if space permitted, somewhat of the lives of the many men who, during the past two hundred and fifty years, have co-operated either by gifts or money or by their learning, patience and devotion, to the growth and welfare of Harvard University. No other institution in this country has had so long a life, and to none other have so many of the best efforts of society been devoted age after age. The existence and fostering of the College at all, — what are they but proofs that at every period a certain portion of the community have recognized the inestimable benefits that spring from the dissemination of Truth? We cannot too often repeat that buildings and rich foundations do not, of themselves, constitute a University, — that the Truth of which the University should be the oracle can be taught only by wise and true men. And if you look down the list of those who for two centuries and a half have governed and taught at Harvard, you will find no lack of such men. In their views concerning Truth they have differed according to the times in which they lived and worked, but they have been harmonious in their conviction that Truth, and nothing else, should be taught here.

The influence of Harvard on the Commonwealth of Massachusetts and on the Nation has been one of those forces which we have no means of estimating. Shall we reckon it by the number of Harvard men in the public service? There have been three Presidents, two Vice-Presidents, about twenty Cabinet Officers, nearly forty Ministers and Ambassadors, twenty-five

delegates to Colonial and Continental Congresses, about forty national Senators and eight score National Representatives, sixty United States Judges, one hundred and thirty State Judges, sixty Governors of States, three Major-Generals during the Revolution, one Rear-Admiral and one Major-General in the Rebellion. The list is imposing, but we should have to pass in review the individuals that make it up, in order to understand its significance. Or say we try to measure Harvard's influence by the educators she has trained: we shall find that seventy-five College Presidents have been Harvard men, and that many hundred have been Professors; but here again it would be necessary to reduce the abstract figures to individuals, if we would get an inkling of Harvard's influence in this domain. And after all, the units which compose any list are not mutually equal: an Eliot, for instance, is not to be offset by two, or three or five Professors. In literature, however, we must reckon by individual names, or not at all, and here Harvard pre-eminence can never be disputed. To take only the foremost names of the nineteenth century, we have Emerson, Lowell, Holmes and Thoreau, among our poets and essayists; Prescott, Sparks, Bancroft, Motley, Parkman, Winsor, Henry Adams and John Fiske, among historians; Everett, Sumner, Phillips, Winthrop, among orators; and Channing, Theodore Parker and Phillips Brooks, among religious leaders. In architecture, Bulfinch stood first during the first quarter of the century, and H. H. Richardson during the third quarter; both were Harvard graduates. So too were Allston and W. M. Hunt, the painters, and W. W. Story, the sculptor.

Could we trace Harvard's influence in the less conspicuous but honorable paths of professional and business life, we should see that in these also her sons have been worthy of their training. At the present day, some of them can be found holding high rank among the lawyers and physicians in the great cities; others are Presidents of railways, or of large corporations; others have won distinction in journalism and in commerce. But to prolong such a catalogue savors of boasting. Fitter is it that an institution, like an individual, should be known by its works than by eulogy.

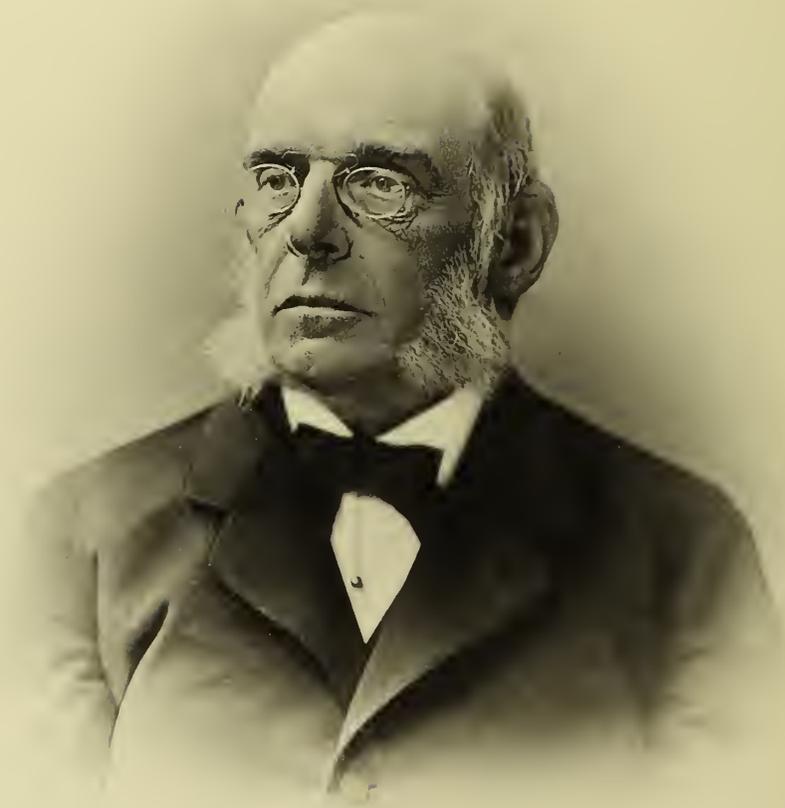
When Harvard was founded, the unexplored forests stretched almost to Cambridge; the early teachers may have kept their flint-locks by their desks, against a sudden sally of the Indians. But in spite of these actual dangers, in spite of the absence of all the higher appliances of education, the seminary grew. It embodied the ideals and hopes not only of this neighborhood, but of the whole New England Colony. We have seen how at first, being the offshoot of a theocratic community, Harvard was bound, on the one hand, by the Church, and, on the other hand, by the State. The Pilgrims who came to Plymouth, the Puritans who settled Boston, did not believe in liberty of conscience; they desired to worship God after their own fashion, and were intolerant of any other worship. And for two generations, as we have seen, they imposed their rigid rules unchallenged on the College. But at the beginning of the eighteenth century the community was already made up of considerable numbers of non-Calvinists, and among the Calvinists themselves there were degrees of strictness. All through that century there was a conflict between the liberals and the moderates, and, although the former happily prevailed, the Orthodox Church still excluded members of other denominations from taking part in the Government or the instruction of the College. Significant is it that the first conspicuous benefactor of Harvard in the eighteenth century was a Baptist. Not until 1792, was a layman, James Bowdoin, elected to the Corporation; and, although the election, a dozen years later, of Henry Ware to the Chair of Theology plainly indicated the beginning of the end of sectarian control, it was not until 1843, that the Board of Overseers was open to clergymen

of any denomination. That year, therefore, is a landmark in the history of Harvard; in that year she was emancipated from bondage to a single sect.

Even longer was her servitude to the State. Colonial and Provincial Governors, their Councils, and the General Court exercised from decade to decade an *ex officio* control over the College. To them the teachers had to look for salaries, and we have seen how often they looked in vain, how many wore themselves out for a mere pittance, and how President after President was hampered and persecuted by the law-makers in Boston. Nor did their condition improve when Massachusetts became an independent Commonwealth; for the State retained its control, but shirked the obligations which that control imposed, and at last cut off all subventions. The College, forced to support itself, and proving that it could do so, demanded that in justice it should govern its own affairs; but, although experience showed how pernicious is the mixing up of education with partisanship, it was not until 1865, that the Legislature at last released its hold. That year is the other great landmark in Harvard's career; it witnessed her emancipation from the State, and the transfer of the conduct of her affairs to those most interested in her prosperity — her alumni.

From restrictions to liberty has been likewise the course of her progress in other things. Once, all studies were prescribed; now each student is free to choose the studies most congenial to his tastes and talents. Restrictions as to worship, dress and diet have all passed away; we read of them now in the old books, with feelings not unlike those aroused by the sight of mediæval instruments of torture at Nuremberg, — they belong to another time; the wonder is that men could have thought them profitable or necessary at any time.

We discern three critical periods in the development of Harvard: first, that covered by the administration of Leverett, when the attempts of the Mather faction were frustrated, the relations between the Corporation and the Overseers were fixed, the old Charter was revived, and the munificence of Hollis and other benefactors strengthened the resources of the College; second, Kirkland's term, when the College was expanded into a University through the creation of departments of Medicine, Law and Divinity, when old methods of instruction were reformed, and more liberal views of religion began to be held, however timidly; third, the present administration of President Eliot, during which, besides marvellous growth in the College and Schools, and besides the erection of many buildings and the creation of new departments, there are to record the recognition of what a university should be, and the endeavor to raise every department to the level of that recognition. At no other period has Harvard had so decisive an influence on the educational standard of the United States as between 1870 and to-day; and henceforth, — freed from the trammels of Church and State, loosed from the bonds of obsolete methods, with the consciousness of noble work achieved, with equipments and appliances undreamt of even half a century ago, with not merely a struggling colony but a vast nation within reach of her voice, — what may she not achieve as the guardian and impartor of Truth!



Timothy Dwight

YALE



HISTORY OF YALE UNIVERSITY

By CHARLES HENRY SMITH, LL.D.

PROFESSOR OF AMERICAN HISTORY AT YALE

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YALE UNIVERSITY

BOOK I

THE COLLEGE UNDER SUCCESSIVE ADMINISTRATIONS

CHAPTER I

EARLY PLANS FOR A COLLEGE IN NEW HAVEN

THE Founders of New Haven Colony, led by John Davenport and Theophilus Eaton, sought to establish a new State in which religion and education should be matters of prime concern. Davenport was the leader in devising plans for promoting education. In his ideal of a Christian State, a College had a necessary place, and it was a part of his plan from the first to make New Haven a College town. Dr. Bacon in his historical discourses on New Haven, speaking of the advantage derived by the city from having the College, says, "The privilege may be traced to the influence of John Davenport, to the peculiar character which he, more than any other man, gave to the community at its beginning. Every one of us is daily enjoying the effects of his wisdom and public spirit. . . . Even in his old age he was found struggling with unwearied zeal to establish a College in New Haven for the good of posterity."

Davenport was thus in a sense the original projector of Yale. He was born in Coventry, England, in 1597, of an old and honored family. At the age of sixteen he went to Oxford, three years later was admitted to orders, and soon after was established as Vicar of a church in London. Here he soon became distinguished for his "notable accomplishments," and took his place among the leaders of the Puritan party. Later he became a non-conformist, and so fell under the displeasure of Laud. When the latter became Archbishop, Davenport, with the consent of his congregation, sought safety in Holland, where he remained three years. These were important years in his life, for in them he worked out his theory of an independent Christian State which led to the founding of New Haven.

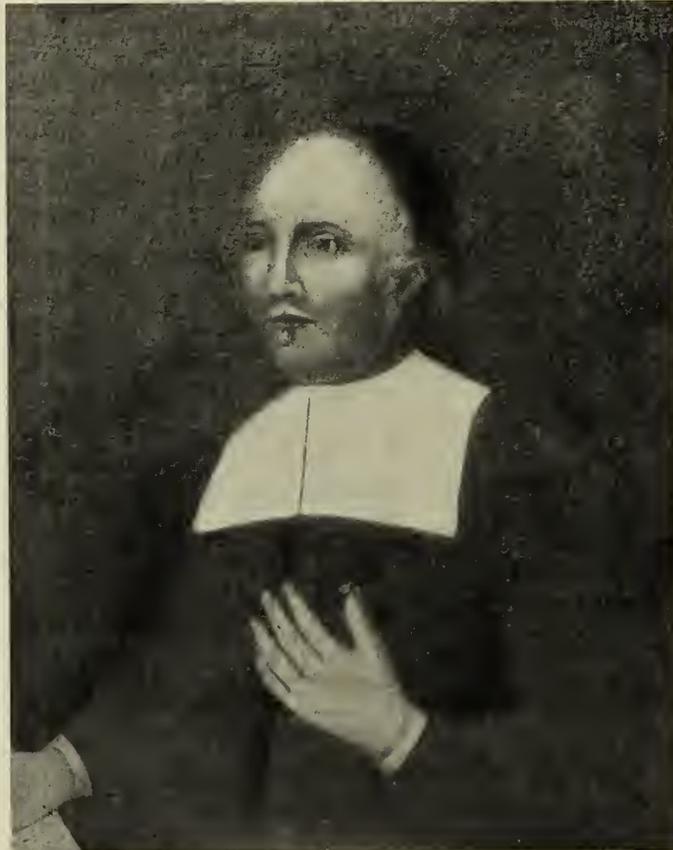
The original plan for the new State included a comprehensive scheme of education. It was proposed to establish "schools for all, where the rudiments of knowledge might be gained; schools where the learned languages should be taught; a public library; and to crown all, a College in which youth might be fitted for public service in Church and State." Concerning this system of schools, Levermore in his "Republic of New Haven" writes, "The schools, public and private, which were always maintained in New Haven, probably found their prototypes and models in the collegia which existed, or had existed, in the mother towns of Ashford,

Coventry, and London. But the little State in the wilderness far outstripped its ancestral patterns. No school system like that which Davenport and Eaton planned and upheld then existed elsewhere in New or Old England. The foundations of the New Haven State included these three fundamental principles of a public education — the absolute freedom of all elementary instruction, compulsory education for all children, and a higher education to be at least partially supported at the public expense.”

While the New Haven founders were making liberal provision for their schools, and looking forward to establishing a College of their own, they were at the same time ready to help the struggling the neighboring generously help-they might have rivals, during a their financial aflourishing, they genuine interest higher education. of 1644, the town contribution for poor scholars at The offering con- of wheat, or the from every one willing.’” This left entirely to ity, was soon put of a public con- as a tax, and Col- lege Corn were town officers until merged in Con-

In 1647, ten time of breaking derness, the set- time had come

educational system with a College of their own. Accordingly some land, designated as “college land,” was set apart for the support of the proposed institution, and a house situated on the corner of College and Chapel Streets, where the New Haven House now stands, was also offered for its use. But the same year in which this promising beginning was made, witnessed also the complete failure of a commercial enterprise in which the settlers had ventured a considerable part of their property, the ship in which so large a stake was embarked having never been heard from after leaving port. Owing to this serious loss, the settlers found themselves hardly able to carry out at once their plans for a College. Another reason for the temporary abandonment of the enterprise should be mentioned. When it was known at Harvard that a second College was contemplated, remonstrances were made



JOHN DAVENPORT

young College in Colony. In thus ing those whom looked upon as time also when fairs were far from showed their in the cause of “In the autumn began its annual the support of Harvard College. sisted of a peck value of the same, ‘whose hart is offering, at first personal generos- on the surer basis tribution collected lectors of Col- regularly elected the Colony was necticut.

years from the ground in the wil- tlers thought the for crowning their

on the ground that "the whole population of New England was scarcely sufficient to support one institution of this nature, and that the establishment of a second would in the end be a sacrifice of both."

With regard to the plans of the New Haven settlers, and their postponement, Johnston in his "History of Connecticut" says, "It should not be forgotten that, at least in spirit, the establishment of Harvard by the Commonwealth of Massachusetts Bay had a contemporary rival in the struggling little settlement on Long Island Sound. But for the different circumstances of the two peoples, and a deference to Harvard's appeals for support, their two



HOPKINS GRAMMAR SCHOOL

Universities would have been born almost together, and the two hundred and fiftieth anniversaries of Harvard and Yale would have been almost coincident."

In 1660, new life was put into the enterprise, and the time for starting the College appeared to have been brought on, by the action of Governor Hopkins of Connecticut. He had corresponded with Davenport, and had promised to help in the establishment of the College, and at his death it was found that he had left money for this purpose in the hands of Trustees of whom Davenport was one. But there was long delay in settling the estate, and when at last a beginning of an institution of learning was made, it was of a lower grade than had been contemplated. The money in hand, including the Hopkins bequest, was insufficient, and the times were not favorable for securing a larger endowment. The future of New Haven appeared very uncertain then on account of the failure to secure a separate charter from the King, and the prospect of enforced absorption into Connecticut was a source of great discouragement. Mr. Davenport, however, was still hopeful and unwearied in his efforts. His appeals to the town resulted in some improvement in the prospects of the school, and in

1668 he was sufficiently satisfied with it to make over the Hopkins bequests to a permanent body of Trustees.

Mr. Davenport eventually moved to Boston, profoundly dissatisfied with the union of New Haven and Connecticut, and deeply grieved at the failure of his efforts for the establishment of an independent Colony. His plans and hopes for a College also appeared to have met with complete failure, for the School he left in New Haven was obviously much below the grade of a College, and there was no prospect of anything better at the time of his death in 1670. But his work for higher education had not been thrown away. A lasting impression had been made by his unwearied efforts for a College, which bore fruit before another generation had passed away. But others reaped the honor which might fitly have been given to him by the bestowal of his name upon the College which he saw with the eye of faith, and worked so hard to establish.

The School which was to have been the College passed through various vicissitudes, but has had a continuous and honorable career as "The Hopkins Grammar School" to the present day. For many years it was located on the Green, about where the North or United Church now stands. In 1840, a new building was erected for it at the corner of Wall and High Streets, and this building, now much enlarged, is still its home. It yields precedence to the Boston Latin School alone, as the oldest school of its grade in the country.

CHAPTER II

THE FOUNDING OF YALE COLLEGE

DURING the second half of the seventeenth century, the needs of Connecticut and New Haven in the way of liberal education were supplied by Harvard. But the inconvenience of depending on a College at a place so remote as Cambridge then was, led toward the close of the century to a revival of interest in the establishment of a second College. New Haven was now a part of Connecticut, and the new project was supported by leading men in different parts of the enlarged Colony. The plan was no longer, as in the time of Davenport, for a local College which should round out the New Haven school system, but for one which should supply the needs of Southern New England, and attract students from the Middle Colonies.

The demand for a College training came then largely from those who were interested in maintaining a high standard of education in the ministry. Accordingly a plan was devised in 1698 (?), for establishing a College by a general synod of the churches. "It was intended that the synod should nominate the first President and Inspectors, and have some kind of influence in all future elections, 'so far as should be necessary to preserve orthodoxy in the Governors;' that the College should be called 'the school of the church,' and that the churches should contribute towards its support. This project failed; but in the following year, ten of the principal ministers of the Colony were nominated and agreed upon by common consent, both of the clergy and laity, to be Trustees, to found, erect and govern a College." These ministers came from different parts of the Colony, and were with one exception graduates of Harvard College. "The Trustees met in New Haven some time in

the year 1700, and formed themselves into a society, to consist of eleven ministers, including a Rector, and agreed to found a College in the Colony of Connecticut. At a subsequent meeting the same year, at Branford, each of the Trustees brought a number of books and presented them to the association, using words to this effect, as he laid them on the table; *I give these books for founding a College in Connecticut.* About forty folio volumes were contributed on this occasion." Since Professor Kingsley, who quoted President Clap, wrote his sketch from which the above is taken, it has been questioned whether the books were actually brought and laid on the table, and the exact date of the transaction is not known. But it is agreed that a donation of books in some form was made in



OLD HOUSE IN BRANFORD

a house in Branford before the Charter was granted, and this was intended to be, and has ever since been considered, the initial act in the founding of Yale College. This house in which the College was born remained standing until 1835. It was then torn down, but the outer doors, together with a plan of the house showing the room in which the founders met, are still in existence.

The following were the ten ministers who by their formal action at Branford became the Founders of Yale:

Rev. Samuel Andrew of Milford, who for several years was a resident Fellow or Tutor at Harvard, where he "gained great reputation as a scholar and as an instructor," and later became the second Rector of Yale.

Rev. Thomas Buckingham of Saybrook, a native of Milford, educated at the Hopkins School in New Haven, and long "recognized as one of the most able men in the Colony."

Rev. Israel Chauncy of Stratford, son of the second President of Harvard, at one time teacher of the Hopkins School in New Haven, a man of varied gifts, who besides his standing as a clergyman had "a high reputation for medical skill as well as for general scholarship."

Rev. Samuel Mather of Windsor, closely connected with the celebrated Mather family of Boston, and exceptionally successful as a pastor.

Rev. James Noyes of Stonington, "the leading minister of the Colony, and the one usually invited to preside as moderator at councils and other meetings of the clergy."

Rev. James Pierpont of New Haven, "whose doctrinal soundness and wisdom in counsel gave him a commanding influence throughout the Colony."

Rev. Abraham Pierson of Kenilworth, son of the principal founder of Newark, New Jersey, who on coming to Connecticut "took a prominent place at once among the ministers of the Colony and was known as an able scholar," and later became the first Rector of Yale.

Rev. Noadiah Russell of Middletown, a native of New Haven, where "his parents had been among the original settlers."

Rev. Joseph Webb of Fairfield, where he had been settled but a few years prior to 1700.

Rev. Timothy Woodbridge of Hartford, than whom "no minister in the Colony had a higher reputation for learning, for wisdom in counsel, and for public spirit, or had gained more completely the public confidence."

Seven of these men were identified with towns of the old New Haven jurisdiction, as was eminently fitting, in view of New Haven's early aspirations for a College, and its subsequent success in securing Yale. In fact, the new plan was in a measure an outgrowth from the older one already described. The memory of Mr. Davenport's earnest efforts remained, and the hope was still cherished that his plan for a College might yet be carried out. Furthermore, the most active man among the promoters of the new scheme, who might by pre-eminence be called *the* Founder of Yale, was Rev. James Pierpont, upon whom Mr. Davenport's mantle had fallen. He was born in Roxbury, graduated at Harvard in the Class of 1681, and four years later was settled in New Haven as Pastor of the First Church. His second wife was Mr. Davenport's granddaughter, and thus, as successor and relative by marriage to the first projector of a College in New Haven, he would naturally take a deep interest in the plan which at the earlier period had failed of realization. He was well fitted to take up the work of his elder, and under more favorable conditions start it toward a successful issue. In the first trying years the laboring oar fell to him, and without him it would seem that the enterprise might have fallen through. Toward the close of his life, it was at his solicitation that Mr. Dummer, the Colony's agent in England, sought the acquaintance of Governor Yale, and enlisted his interest in the struggling young College at what proved to be the crisis of its early history.

James Pierpont, like John Davenport before him, did not live to see the full fruition of his hopes. At his death in 1714, the College was not firmly established, nor even brought to New Haven where he wished it to be. But his work has been carried on by his descendants, three of whom have presided over the destinies of Yale at important stages in its career namely, the elder President Dwight, President Woolsey, and the second President Dwight, now at the head of the University.

In 1701 the Colonial Assembly met for the first time in New Haven, and a petition for a charter was presented to it, numerously signed by ministers and others. In reply to this petition, the Assembly promptly passed an Act bearing date October 9, incorporating

the College. It was not however called a College. The name given to it was a "Collegiate School," and this was announced to Mr. Buckingham with the remark, "We on purpose gave your academy as low a name as we could, that it might the better stand in wind and weather." The explanation of this is to be found in the danger at that time of incurring the displeasure of the Crown by the exercise of functions beyond the scope of a dependent province. This made it seem prudent to avoid the appearance of incorporating a too ambitious institution of learning. In keeping with this policy, the head of the institution was called its "Rector," the power to confer degrees (which would be likely to attract attention and awaken suspicion in England) was mentioned in very few words, as if incidentally, at the end of the brief Charter, and the degree itself was explained away as only a "license."

On November receiving the Charter, Saybrook, organ-locate the College, least, in that place. cation, we have an of the importance of tion at that early ticut settlements the Sound and on River, and Saybrook, river, was convenient about as central a chosen. The Trus- of Rev. Abraham and asked him to from Killingworth, miles distant. But parish strongly ob- so he remained at Clinton) and his to receive instruc- ment continued until



JAMES PIERPONT

During these few years, therefore, the school was really in Killingworth, where the pupils were cared for by the Rector and one Tutor. But its nominal location was Saybrook, and there the Commencements were held each year at the house of Rev. Mr. Buckingham, one of the Trustees.

The actual work of the College began in March 1702, when one student, Jacob Heminway of New Haven, presented himself, and was admitted a Sophomore. He constituted the undergraduate body of the College until the beginning of the next College year. This occurred on September 16, 1702. On that day Nathaniel Chauncey of Stratford, who had received private instruction, was given a degree which placed his name at the head of Yale graduates. Eight students also entered and were assigned to the different classes, and a Tutor was appointed.

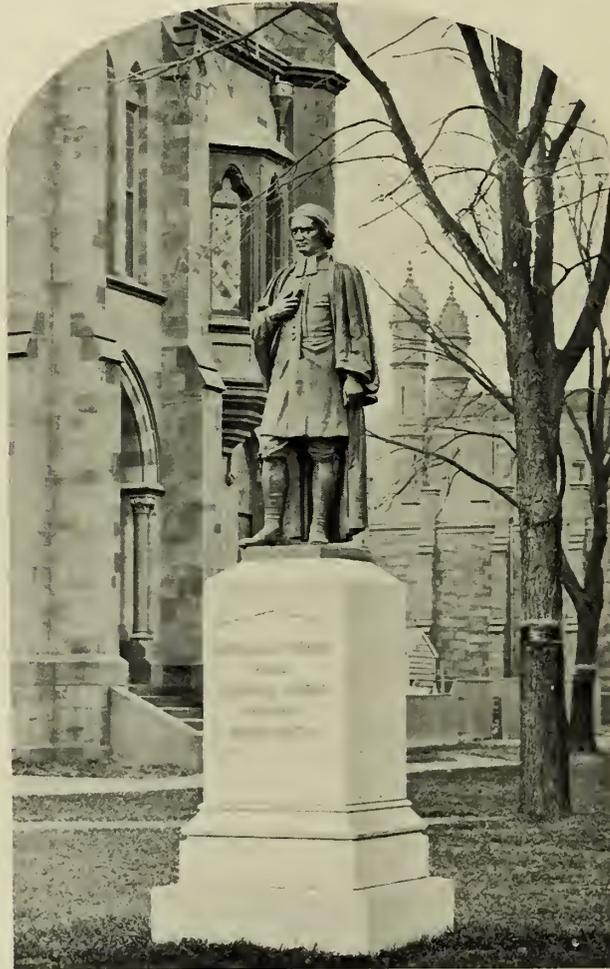
Rector Pierson died at the age of sixty-one, "leaving a reputation for good scholarship and wisdom as an administrator. A manuscript text-book on Natural Philosophy which he

11, 1701, soon after the Trustees met in ized, and decided to for the time being at In this choice of lo- interesting reminder water communica- date. The Connec- were placed along the Connecticut at the mouth of the of access to all, and place as could be tees also made choice Pierson as Rector, remove to Saybrook his home, about nine the people of his jected to losing him, Killingworth (now scholars went there tion. This arrange- his death in 1707.

drew up was used by the students for a quarter of a century." But his connection with the College was too brief, and the condition of the College was too unsettled, to permit of his making a permanent impress upon it. An interesting memorial of him is an oak chair kept in the College library, and used by the President on each Commencement day while conferring degrees. An ideal figure in bronze on the College square also fitly perpetuates his memory as the first Rector of Yale, and another appropriate monument stands in Clinton near the spot once occupied by his house, the earliest home of the College.

The second *tempore*, was Rev. who followed Mr. by remaining at his Milford. Thither to receive his in other three classes Saybrook by two der this arrangement of the College be- complaint was made tions, and fault was At length the dis- so great that the the complaints of passed a vote per- Saybrook and con- elsewhere. Accord- went to Wethers- Hartford interest had cure the removal of who remained in moved to East Guil- ful place. This was Commencement of in Saybrook for the uating class consisted sons. At no time Saybrook had the in any one year been and the whole number graduated, as shown by the triennial catalogue, was fifty-six. "At this Commencement the only Tutor still connected with the College resigned. Thus the institution was left without a single permanent officer, while the students were distributed through the Colony."

This condition of affairs evidently could not last long, if the College was to survive. The first thing needed was to secure a favorable location, where the different parts of the College could be permanently united. The principal competitors for the College were New Haven and Hartford. The latter had a decided advantage in wealth and political influence, and



ABRAHAM PIERSON STATUE

Rector, chosen *pro* Samuel Andrew, Pierson's example home, which was in the Senior Class went struction, while the were cared for in young Tutors. Un- the Saybrook part came discontented, of the accommoda- found with the Tutors. satisfaction became Trustees met, heard the students, and mitting them to leave tinue their studies ingly most of them field, whither the been trying to se- the College. Those Saybrook soon after ford as a more health- in 1716, and the that year was held last time. The grad- of only three per- during the stay at number graduating greater than nine,

endeavored to enlist the Legislature in its behalf. But New Haven had in its favor a majority of the Trustees, and a more enthusiastic and determined spirit among its citizens. The Trustees met in New Haven, October 17, 1716, and voted to establish the College in that place. The reasons they gave for choosing New Haven were, its convenient situation, its healthfulness, the moderate cost of living there, and the fact that its citizens had subscribed for the College more liberally than those of any other place.

The Trustees certainly appreciated the importance of prompt and decisive action, if their choice of New Haven was to stand against the strong opposition sure to come from Hartford. They voted to proceed "with all convenient speed" with the erection of a College hall and Rector's house, sent word to the scattered students that they were expected to come to New Haven, and elected two Tutors, one of whom was Mr. Williams, who then had charge of the students in Wethersfield. It was of course hoped that he would obey the summons, and would bring his students, numbering half the College, with him. But for a time this was not done. A few of the students also remained in Saybrook. The rest came to New Haven. Thus in the year 1716 a beginning, but certainly a feeble one, was made in New Haven. Less than half the students of the College were assembled there, and doubt hung over the ultimate success of the movement because of the continued opposition of Hartford. Those interested in having the College there (or in Wethersfield, nine miles south of Hartford) questioned both the legality and the fairness of the action of the Trustees in going to New Haven, and tried to induce the Legislature to interfere in the interest of Hartford.

The time had now come for the annual Commencement, and it was held for the first time in New Haven, September 11, 1717. A class of five graduated, and the whole body of students numbered thirty-one. Thirteen of these had studied during the year in New Haven, fourteen in Wethersfield, and four in Saybrook. On the fourth of October, soon after Commencement, the frame of the new College building was raised. Later in the month, when the Legislature met in New Haven, it appeared that the excitement over the action of the Trustees was unabated, and they were summoned to appear and make explanation. They obeyed, but their explanation did not satisfy the lower house. The latter now resolved "to proceed as if the matter fell within their jurisdiction, and they took a vote on the claims of different towns to have the College. Meanwhile the people of the central part of the Colony had agreed to concentrate their forces on an effort to obtain the College for Middletown. So the result was that the vote stood for Middletown thirty-five, for New Haven thirty-two, and for Saybrook six."

At this critical juncture, Governor Saltonstall, a firm friend of the College, induced the upper house to "plant itself firmly upon the ground that the Trustees had a right to decide where the College should be located; that they had so decided at a legal meeting; and that all objections to the validity of the proceedings were frivolous." The Assembly finally voted "That under the present circumstances of the affairs of the Collegiate School, the reverend Trustees be advised to proceed in that affair; and to finish the house that they have built in New Haven for the entertainment of the scholars belonging to the Collegiate School." This settled the matter of the location of the College, though the other side persisted, happily without success, in bringing the matter up again in the Legislature. A more effectual annoyance appears to have been exercised in encouraging the up-river students, now increased to twenty-four, to remain at Wethersfield during the College year 1717-18.

We now turn to the events which led to giving the College the name of Yale.

Elihu Yale was the grandson of Governor Eaton's second wife. His father came over in the company with Davenport and Eaton, and so was one of the original settlers of New Haven. Later he moved to Boston, where it is believed that Elihu was born April 5, 1649. A few years later the whole family returned to England. About 1670 Elihu went to India, where he became Governor of the East India Company's settlement of Madras, and accumulated a large fortune. That he became interested in the Connecticut College appears to have been due to Jeremiah Dummer, the Colony's agent at London. Finding that Governor Yale was intending to establish an endowment at Oxford, Mr. Dummer returned his attention instead to the struggling young College in the land of Cotton Mather of Boston also made a suggestion in a letter to his name might be given to the College. The outcome of these efforts was that in the summer of 1718 valuable gifts arrived consisting of a large box of books, a portrait of the King (which is still preserved), and East India goods which were sold in Boston for a little more than £560. This was the largest single gift which the College and the time of its arrival was especially opportune, for it made possible the immediate completion of the College building. It was also distinctly given to the Collegiate *ven*, a designation which tended to confirm the action of the Trustees in locating the College at New Haven, and which was particularly grateful to its friends just at that time. It is not that the name of



ELIHU YALE

factor was bestowed upon the College, though the amount of his benefaction, inventoried at £200, was quite small from one of his princely wealth.

A joyous occasion was the Commencement of 1718. Hitherto the Commencements had been held quietly in a private dwelling. Now it was decided to have for the first time an impressive public ceremony, and the programme was accordingly carried out in the presence of many distinguished guests, and a large concourse of people. "Besides the Trustees, there were present Governor Saltonstall, Deputy-Governor Gould, sundry of the worshipful assistants, the judges of the circuit, and a great number of the reverend ministers. Among the guests was also the Hon. William Taylor, who appeared as the representative of Governor Yale. In the morning the Trustees first met in the hall of the new College, and there solemnly named

the building Yale College, to perpetuate, as was stated in a contemporary account, 'the memory of the Hon. Governor Yale, Esq., of London, who had granted so liberal and bountiful a donation for the perfecting and adorning of it.' Colonel Taylor then represented Governor Yale in a speech, and expressed great satisfaction at what he saw. After this ceremony was completed, a procession was formed which passed to the church, and there the exercises of Commencement were carried on. . . . All which ended, the gentlemen returned to the College hall, where they were entertained with a splendid dinner, and the ladies at the same time were also entertained in the library; after which they sang the four first verses in the 65th psalm; and so the day ended."

The original "Yale College," so elaborately dedicated, stood at the corner of Chapel and College Streets, and was described in a letter written about that time as "a splendid Collegiate House," one hundred and seventy feet long, twenty-two feet wide, and thirty feet high. It was built of wood, was three stories in height, with a steep-roofed attic and dormer windows, and was painted blue. It contained a chapel, which was used also as a dining hall, a library, a kitchen, and twenty suites of rooms for students. It was the only College building until 1752. A part of it was taken down in 1775, and the rest in 1782.

An unpleasant thorn on the rose of this "splendid Commencement" was the rival Commencement held on the same day at Wethersfield, where five students were given degrees in contemptuous indifference to the proceedings at New Haven. Another was the opposition of the Saybrook people to the removal of the valuable collection of College books from their town. Naturally disappointed at losing the College, they resolved to hold on to the library, professing to be ignorant of any such institution as "Yale College," by which the books were claimed. The Governor and Council repaired to the scene of disturbance, and ordered the Sheriff to take possession of the books. This he did, though not without encountering much resistance from the populace. To move the books to New Haven, it was found necessary to impress unwilling men, together with oxen and carts. During the night which followed this exciting day, wheels were taken off the carts, and bridges were broken down on the road to New Haven, and worse than all, about a quarter of the books with many valuable papers disappeared and were never recovered.

Before another Commencement came around the Wethersfield secession had collapsed, and the connection with Saybrook had been completely severed, so that the College had secured a worthy home, and the New Haven people found their early hopes realized. Johnston's reflection in the following words was pertinent to this happy consummation: "If a College were a living thing, one might fancy Yale drawing a long breath of satisfaction as it struck its roots deep into its new soil. It had found its proper place; New Haven would not be New Haven without the College, nor would Yale be quite Yale without New Haven."

CHAPTER III

FIRM ESTABLISHMENT OF THE COLLEGE

THE College year after the first public Commencement opened with fair promise of success. The new building was completed, and there were forty students in attendance. But trouble was yet in store for the still struggling College. The Wethersfield students after coming to New Haven were greatly dissatisfied, and, it is said, "made all the mischief they could."

A prominent complaint appears to be leged "insufficiency of the two Tutors maintained at his College while he remained at New Haven but a short time, and then returned to Wethersfield. This called general attention to the deficient organization of the College, and soon led to the election of a new Rector in New Haven, who devoted himself entirely to the person chosen, Timothy Cutler, who graduated in 1701. He was of high reputation as an eloquent preacher and a scholar, well-versed in the classical and oriental languages, and fluent in Latin, French, and Italian, which was a great recommendation. He was well-versed in theology and history. He was



TIMOTHY CUTLER

of commanding presence, with excellent ability as an administrator. He came to New Haven promptly on his election, and soon straightened out matters in the College. It now appeared as if the right man for the place had been found, who would guide the College to a condition of prosperity.

But clouds soon began to gather. In the summer of 1722, it was rumored that Rector Cutler and other Connecticut clergymen were about to renounce the Congregational faith, and embrace Episcopacy. For the purpose of quieting these rumors, the Trustees of the College after Commencement invited the Rector and his friends to a conference, where it was supposed that their loyalty to Congregationalism would be made apparent. To the dismay of the Trus-

ground of complaint have been the alciency" of one of who were running the Rector re-home in Milford. students were in short time, and Wethersfield. eral attention to ganization of the led to the elector who should ven and devote the College. The was Rev. Timothy uated at Harvard a man of high eloquent preaching particularly classical and ori- He could speak an accomplish- then highly es- also well informed ecclesiastical his- moreover a man

tees it was found that the Rector and others had already decided to apply for Episcopal ordination. Concerning this, President Woolsey has said, "I suppose that greater alarm would scarcely be awakened now if the Theological Faculty of the College were to declare for the Church of Rome, avow their belief in transubstantiation, and pray to the Virgin Mary." We need not be surprised at this when we remember that the fathers of New England had endured exile and braved the terrors of the wilderness to escape the tyrannical English Church of the seventeenth century. Such memories endured. Episcopacy was still dreaded, and now some of the most trusted and honored men in Connecticut were proposing to go over to the enemy. There was not at that time a single Episcopal church or clergyman in New England. "Fears were very naturally excited, that the introduction of Episcopal worship into the Colony would give the English Church and government a dangerous influence in its concerns; that religious and civil liberty would be greatly abridged, and the great object of the settlement of New England be thus partially or wholly defeated." Hoping still to avert the calamity, Governor Saltonstall arranged for a second conference, which was held in the College Library. But no good came from it, and the Trustees soon after voted to excuse the Rector from further service, and to accept the resignation of Tutor Browne. These two gentlemen accordingly withdrew from the College, and went to England, where they were ordained by the Bishop of Norwich. Mr. Cutler returned to this country and was for many years Rector of Christ Church in Boston. He appears to have entertained exaggerated hopes of his ability to bring a large part of New England over to Episcopacy. Rev. Samuel Johnson of West Haven, one of the seceders, a graduate and formerly a Tutor of the College, was afterward the first President of Kings (now Columbia) College.

Rector Cutler's short term of office was made memorable by the graduation, in 1720, of Yale's most eminent son, Jonathan Edwards. He entered College at the time of the decision to move from Saybrook to New Haven, and was one of those who went to Wethersfield. There he received most of his College training, coming to New Haven in June 1719, after the election of Rector Cutler. It is pleasant to read his tribute to the efficiency of the instruction under the new management. He wrote, "I take very great content under my present tuition, as all the rest of the scholars seem to do."

Concerning the action of the Trustees in deposing otherwise competent College officers solely because they had become Episcopalians, it must be regarded as necessary and proper at the time, in view of the intimate relations of the College to the Congregational churches. This view is supported by the attitude of Mr. Cutler, Mr. Johnson, and others most intimately concerned in the movement to Episcopacy. They appear to have retained their interest in the College, without harboring any feeling of ill-will or sense of injury. Mr. Johnson in particular was always loyal to his Alma Mater, and was the means of obtaining important benefit for it.

This flurry in the affairs of the College led to certain modifications in its constitution. Obviously it was important to provide some safeguard against a recurrence of such an unpleasant experience. Accordingly, the Trustees adopted a resolution requiring that thereafter all persons chosen to the office of Rector or Tutor must give formal assent to the Saybrook platform, and must also give further satisfactory evidence of being well grounded in the Congregational faith and polity. This requirement remained in force until 1823. It had also become evident that the original charter was defective in its omission of certain details concerning the legal organization and powers of the Trustees. Accordingly in 1723, the Colonial Assembly passed "An Act in Explanation of, and Addition to, the Act for Erecting a Collegiate

School." By this Act, among other things, the Rector was made *ex officio* a Trustee. This provision was an important one, as bearing on the well-known requirement, so much discussed in recent years, that the President of the College must be a minister residing in Connecticut. The first charter provided that the Trustees should be "ministers of the gospel inhabiting within the Colony," and when the President was made a Trustee, he was held to come under that provision.

On the withdrawal of Rector Cutler in 1722, the Rectorship was put "in commission," the Trustees agreeing to reside in New Haven in turn, one month at a time, and manage the College. This awkward arrangement, as might have been expected, but because of the difficulty of finding any one who was willing to accept a place under a cloud as a result of Rector Cutler's performance, who were chosen for it. At length, in 1726, Rev. Elisha Williams of Newington, near Hartford, was elected and once moved to New Haven. He was the first one who ten years before had taken charge of the students who went from Saybrook to Wethersfield, and had declined to when appointed had marked qualifications for his new duties. He was well versed in the classics, and appreciated the importance of rhetoric. President Stiles afterward wrote of him, "He was a man of splendid talents, and delivered orations gracefully and with animated dignity."

Several men declined the place in 1726, Rev. Elisha Williams, near Hartford, accepted, and at New Haven. He was the first one who ten years before had taken charge of the students who went from Saybrook to Wethersfield, and had declined to when appointed had marked qualifications for his new duties. He was well versed in the classics, and appreciated the importance of rhetoric. President Stiles afterward wrote of him, "He was a man of splendid talents, and delivered orations gracefully and with animated dignity."



ELISHA WILLIAMS

His personal influence upon the students was strong and beneficent, and he repressed the disorders which had crept in during the inter-regnum.

During his administration the College was enriched by gifts from Dean Berkeley, who had resided for a while at Newport, and formed the acquaintance of one of the Trustees. After the Dean's return to England, he gave the College his farm near Newport for the purpose of establishing the "Berkeley premiums." He also sent over nearly a thousand volumes for the College Library, which President Clap later pronounced "the finest collection of books that ever came together at one time into America." Rector Williams found the climate of New Haven unfavorable to his health, and possibly his duties at the College were not entirely congenial, for he was fond of a more active life. He resigned in 1739, and not long after entered the Legislature, where he was chosen Speaker. In 1745, he joined the expedition which captured Louisburg, and was afterward made a Colonel.

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At the close of Rector Williams's administration the College was fairly prosperous. The jealousies connected with the removal from Saybrook had died away, and the College was now firmly planted in New Haven. The graduating class in 1739 was small, but classes had previously risen to twenty-four, and the whole number of graduates was nearly four hundred. These were scattered through the Colony, many of them in influential positions, and they brought strength and importance to the College. The feeling of distrust attached to it, and particularly to the Rectorship, on account of Mr. Cutler's defection, had been effaced by time, and by the dignity and wisdom with which Rector Williams had presided. The permanence of the College may now be considered as assured. It had outlived the days of infancy, and was now recognized as one of the most important institutions in the Colony. A good foundation had been laid, and it remained for the next Rector to build up the College with an adequate realization of its great possibilities.

CHAPTER IV

THE ADMINISTRATION OF PRESIDENT CLAP

THE resignation of Rector Williams had been expected for some time before it occurred, and the interval had been well employed in selecting his successor. Thus on the very day when his term of office closed, the Corporation elected Rev. Thomas Clap, who graduated at Harvard in 1722, and his long and eventful career at the head of the College proved the wisdom of their choice. For six years he was "Rector" of the "Collegiate School," then for twenty-one years "President of Yale College," a change of title and legal name of the College having been made in 1745.

President Clap "was one of the most learned men in the Colony. He was well acquainted with the whole range of academical studies, and was known to have paid unusual attention to the different branches of the pure mathematics and astronomy. He had uncommon qualifications for the transaction of business. He had great energy of character, and even a superabundance of that quality which, in the forcible language of New England, is best known as 'back-bone.'"

He had abundant opportunity for the exercise of his strong qualities during the troublous times upon which the Colonies were entering. In addition to the wars with Spain and France and their attendant disorders, were the religious controversies of the period. The ice-gorge of formalism which had been accumulating for many years in New England was already breaking up in the revival known as "The Great Awakening," when Whitefield came over from England and increased the religious excitement by his wonderful eloquence. He came to New Haven in 1740, remained three days, and addressed great crowds. He was followed by reckless imitators who preached violent sermons, denouncing the clergy and provoking schism. Laws were enacted against these "New Lights," and attendance of students upon their preaching was forbidden. For disregarding this prohibition, three students, the two Cleaveland brothers and David Brainerd, were expelled, the offence of the latter being aggravated by a disparaging remark which he made about the piety of one of the Tutors. Such an exercise of Col-

lege authority at the present day, supposing it to be possible, would of course produce an uproar. Even then, although not very much out of keeping with the existing union of Church and State, it was severely criticised and brought some unpleasant consequences to the College in its train.

But for the time being, the strong partisanship of President Clap as shown in these matters, agreeing as it did with the views of the political majority, brought him into great favor with the Legislature. An important result of this was the enactment of a new Charter for the College of 1745, which was drafted by President Clap, and accepted without change. This Charter extended to the institution the name "Yale College," which hitherto had belonged only to the building completed by Governor Yale's bounty. It conferred ample powers of management upon the "President and Fellows" who were to constitute the governing board, or "Corporation," and these essential provisions remain unchanged to the present day.

The College had already felt the advantage of an organizing mind in its internal arrangements. One of the earlier acts of President Clap had been to give greater definiteness to the College laws. He reduced them to system, and after they had been approved by the Corporation, published them in Latin. He also broadened the curriculum by giving increased attention to Mathematics and Natural Philosophy. Interest in the latter was quickened by the electrical experiments and discoveries of Benjamin Franklin, who presented the College with an electrical machine in 1749, and visited it in 1755. The teaching force of the College was also enlarged by the addition of a third Tutor. There were now the President for the Seniors, and one Tutor for each class below. The practice then commenced, and prevailed for more than half a century, of leaving each class in charge of a single instructor, who taught the various subjects taken up during the year. The President also presided at exercises on two days of the week when the Juniors and Seniors "disputed" on various subjects. At these exercises his effort was to quicken an intelligent interest in important questions, and to improve the literary style of the students. "He began also to give public lectures upon those subjects which are necessary to be understood to qualify young gentlemen for the various stations and employments of life—such as the nature of civil government, the civil constitution of Great Britain, the various kinds of courts, and the several forms of ecclesiastical government which have obtained in the Christian Church."

The middle year of the century was signalized by the laying of the corner-stone of a new College building, the present venerable South Middle. The fact that a second building was needed is no small tribute to the abilities of President Clap. During the years since 1739, the Colony had been weakened, and its treasury had been depleted, by the Spanish and French wars, and it had also been distracted by religious strife in which the College had become involved as already indicated. Yet during these years the President had succeeded in commanding the respect and winning the confidence of the community to such an extent that the College had steadily outgrown its accommodations, and half the students had to occupy rooms scattered about the town. No less marked was his success in getting the money needed for the new building. His influence with the Legislature in 1745 has been noted. It again came into play in 1747, when he obtained legislative sanction for a lottery, and later grants to the amount of £643. The building was finished in 1752, and at the Commencement of that year it was dedicated

with appropriate ceremonies. The President and Fellows walked into the building in procession, and the College Beadle made announcement in Latin as follows:—"Whereas, through the favor of Divine Providence, this new College house has been built by the munificence of the Colony of Connecticut; in perpetual commemoration of so great generosity, this neat and decent building shall be called 'Connecticut Hall.'"

In the following year, 1753, a most important step was taken. This was none other than the establishment of a separate College church. Hitherto the College had formed part of the First Church congregation, the students occupying seats in the gallery. This was more than a matter of convenience, for the College was within the jurisdiction of the First Church parish as established by law, and its presence and support were



SOUTH MIDDLE

claimed as a matter of right. But it involved the College in the controversy between the Old and the New Lights, which was semi-political on account of the close connection of Church and State. As this was evidently becoming an injury to the College, and as the preaching which the students were obliged to hear was not satisfactory, the College withdrew from the church, and established worship for itself in the Chapel. There was great excitement over this, with threats of resort to law for redress, but the President convincingly showed from English history (and of course all were Englishmen then) that a College corporation was sufficiently ecclesiastical in its nature to entitle it to separate religious services as a matter of right.

The way had been prepared for this important step by the foundation of a Professorship of Divinity. After much delay in filling it, Rev. Naphtali Daggett was chosen,

and entered upon his duties, the first Professor in the history of the College, on March 3, 1756. In the next year a College church was regularly organized at the request of the Faculty and those of the students who were church members. About the same time also President Clap gave the College a piece of land on York Street, on part of which the Medical College now stands, and on it a house was built for the Professor of Divinity. A few years later, namely, in 1761, the building of a new Chapel was commenced. It was completed in 1763, and contained in an upper story accommodations for the Library. It continued to be used as Chapel and Library until 1824. Then the interior was divided up into recitation-rooms, and the steeple was removed and replaced by a cupola which did service as an observatory. Thus remodelled, the building was known as the Atheneum until it was removed in 1893 to make room for Vanderbilt Hall.

President Clap's plan of having a separate church for the College was now crowned with complete success, and was of the utmost value to the College, giving it an independent religious life which has profoundly influenced its subsequent development. But the result to the President himself was serious. The staunch "Old Lights" never forgave him for his desertion of their party, and they were able to make his closing years most uncomfortable. One of their schemes was to establish the theory that the Assembly of 1701, which granted the Charter, was the true founder of the College, whence it would follow that the right to control the College had devolved upon succeeding Legislatures, rather than upon the successors of the first Trustees. On this theory it was hoped that a system of legislative visitation could be established which would transfer the management of the College from the Corporation to a Committee of the Legislature, or to the Governor and Council. Some of the ablest lawyers in the Colony were engaged in establishing this view. President Clap met them single-handed, and proved conclusively from English law and precedent that the clergymen meeting in Branford in 1700, were the real founders of the College, to which the Legislature had subsequently given a legal standing. Chancellor Kent in 1834, speaking of the Legislature's claim and its refutation, said that President Clap "opposed this pretension in a counter-memorial and argument, drawn boldly, and with the confidence of a master, from his own mental resources. He grounded himself upon English authorities in the true style of a well-read lawyer. . . . An argument of such solidity reminds us of the powerful discussions in the celebrated case of Dartmouth College, in which the same doctrines were advanced and sustained by the decision of the Supreme Court of the United States."

President Clap's triumph was complete. But his enemies did not desist from their persecution. Indeed, they turned his victory against him, claiming that the College, by his own showing, was *too* independent of the civil authority, and hence was an object of suspicion. The students were incited to insubordination, some left and went home, the Tutors resigned, and the College to which he had devoted the best years of his life appeared to be falling to pieces about his head. He resigned, and died a few months after.

President Clap had the defects of his strongest qualities. His clear-sightedness in matters of legal right, his well-grounded confidence in himself, and his determination to accomplish what he believed the good of the College required, were the qualities which made his administration a great success. But they also made him appear dictatorial,

and won him much ill-will. This has long since been effaced by time. We now think of him gratefully for his sturdy devotion to the College, and surely "for untiring zeal and disinterestedness in laboring for the advancement of what he thought to be the best interests of the College, there is no one in the whole line of Presidents more worthy of grateful remembrance of the Alumni than President Clap."

CHAPTER V

YALE IN THE REVOLUTION

THE Stamp Act disturbance came almost at the close of President Clap's career at Yale. In the unsettled condition of affairs, the man desired as his successor could not be obtained, and Dr. Daggett, the Professor of Divinity, was asked to take charge of the College for the time being. A bright saying of Dr. Daggett's in connection with this appointment has been preserved. When asked by some one, possibly with a mischievous desire to find a joint in his armor, whether it were true that he was only President *pro tempore*, he is said to have replied, "Certainly; would you have me President *pro eternitate*?"

During eleven eventful years he presided over the destinies of the College, beginning with the year of the repeal of the Stamp Act, and ending with the year after the Declaration of Independence. Most of these were years of great political excitement prior to the actual breaking out of the war. Questions concerning the constitutional relations of the Colonies to the Crown and to Parliament, and the fundamental rights of Englishmen beyond the seas, were everywhere discussed. Dr. Daggett took a deep interest in these questions, and was a sturdy champion of colonial rights. He was also in sympathy with the democratic spirit of the period, as he showed at the close of the first year of his administration, when he for the first time arranged the names of the students in the several class-lists in alphabetical order. Hitherto the practice had been to arrange the names according to the social consequence of the student's parents, very much as families were seated in the meeting-house during the first century of New England colonial life. The Yale Triennial Catalogue shows this arrangement down to the year 1767. It is related that one bright lad, son of a shoemaker, secured a coveted place high up on the list among the sons of Judges, by gravely announcing that his father was on the bench!

Dr. Daggett was a successful preacher, and filled his Professorship well. But he was out of his element at the head of the College, and he and the students knew it. He gave his attention mainly to the duties of his chair, and left the management of the College largely to the Tutors. Hence the measure of success which attended his administration was largely due to the remarkable body of young men who were then serving as Tutors. One of these was Timothy Dwight, afterward one of the greatest of Yale's Presidents. Others were Hon. John Trumbull; Hon. S. M. Mitchell; Rev. Dr. Strong of Hartford; and Hon. John Davenport, for many years a member of Congress from Connecticut. The College could not but prosper on its scholastic

side under the instruction of such men. Under the influence and lead of Dwight and Trumbull in particular, a new love of literature was awakened in the students, who were eager for a broader culture than was furnished by the course of study. An interesting proof of this is found in the following minute in the records of the Corporation: "Upon application made to this Board by Mr. Dwight, one of the Tutors, at the desire of the present Senior class, requesting that they might be permitted to hire the said Mr. Dwight to instruct them the current year in rhetoric, history, and the belles lettres: Upon considering the motion, the Corporation being willing to encourage the improvement of the youth in those branches of polite literature, do comply with their request, provided it may be done with the approbation of the parents or guardians of the said class." This was in '76, shortly after the Declaration of Independence, and attention is now properly turned to Yale's record in the Revolutionary War.

First, as to the effect of the war upon the College as a whole. The disturbed relations with Great Britain, even before the war began, had been very injurious to New Haven's shipping interests, upon which the business of the place largely depended. When therefore the war came on, business was pretty much at a standstill, and communication with distant places was difficult. Under these circumstances, the question of food supply became a serious one, and presently the College broke up, as much apparently to escape short rations as for any other reason. Accordingly in the spring of 1777, the Corporation assigning this as the reason, made arrangements for locating the Freshmen in Farmington (not then as attractive as it has since become), the Sophomores and Juniors in Glastonbury, and the Seniors in such place as Tutor Dwight, who was to have them under his especial care, might select. There was no public Commencement in 1777, nor in the following years until 1781, shortly before the surrender of Cornwallis, which practically closed the war. During most of these years however the College was back in New Haven, with classes at times depleted by the numbers who went to the war or were kept away by it, and again increased by those whose parents desired a good excuse for not letting them enter the army.

By far the most exciting episode of the war, as far as the College was concerned, was the capture of New Haven by the British on the fifth of July 1779. During the preceding night, a British fleet of about forty-eight ships, with three thousand soldiers on board, anchored off Savin Rock. As soon as it was light enough in the morning, President Stiles climbed the stairs of the Chapel tower (Atheneum), and with a spy-glass watched the movements of the enemy, which he reported to those below. Preparations were at once made for presenting a bold front, and delaying the enemy, for nothing more than that was possible. New Haven was then a town of about four hundred and fifty houses with a population not much if any over three thousand, and the College contained about one hundred and fifty students. These figures are not exact, as a complete census of the town was not taken until 1787; but it is certain that the whole number of males capable of bearing arms was much less than the attacking force of the British. Citizens and students readily volunteered, and were hastily organized in two companies. One of these was under the command of James Hillhouse, Yale '73, then Captain of the Governor's Foot Guards, and afterward for fifty years Treasurer of the College. The other company was led by no less a personage than Colonel Aaron Burr, afterwards Vice-President of the United States, then a young man of twenty-three, who happened to be visiting friends in New Haven.

They went along the Milford road, now Davenport Avenue, to the bridge over the West River,

then southward on the other side to meet the British, who were coming up from Savin Rock. When the two forces approached each other, shots were exchanged, then the volunteers, who were greatly outnumbered, retreated to the home side of the bridge, which they lost no time in destroying. There was one College man however who remained on the exposed side of the river, and that was Dr. Daggett. There was no retreat in him. During the march the student volunteers had been surprised, and very likely amused, at seeing their venerable Professor and former President riding past on his black horse, with his fowling-piece in his hand, and a look of stern determination on his face. Taking up his position at the point where the Milford road begins to ascend the hill, he waited there till the bridge was destroyed, then alone and wholly at the mercy of the enemy he opened fire on the advancing British. Of course he was quickly captured. "You old fool, what are you doing here, firing on his Majesty's soldiers?" asked the British officer. "Exercising the rights of war," was the answer. The officer, taking in the ludicrous side of the situation, offered to let him go if he would promise not to repeat his offence; but this the sturdy old patriot refused to do. So he was obliged to march at the head of the column, in the heat of the day, until the invaders reached the Green in the heart of the town, by the round about way of Westville. By this time he was pretty much used up, and was permitted to withdraw to the house of a friend, it is said at the intercession of a Tory who had been one of his pupils. His death, which occurred not long after, was doubtless hastened by the hardships of his forced march, during which his captors were by no means gentle in their treatment of him.

The British reached the Green about noon and remained until early the next morning, when they departed by way of East Haven, where a part of their army had landed the day before. Little damage was done to the town. The College buildings were not touched. New Haveners naturally like to believe that General Garth, in command of the invading column, staid the hands of his soldiers with the remark that the town was "too pretty to burn." But the more probable reason for his forbearance was that the whole country around was arming so rapidly that he was in a hurry to get away; and furthermore he thought it prudent not to exasperate the people by too much wanton destruction. While in New Haven the soldiers occupied their time looting the houses of well-known "rebels." A house standing on ground now occupied by the Sheffield Scientific School was the scene of one of these pillaging attacks, as was also the house standing on the site of the present University Club House. Another was the house of Mrs. Wooster, President Clap's daughter. From this the soldiers carried off a box containing President Clap's papers, and these were never recovered. This was a serious loss, for President Clap had left in writing important information concerning the College which cannot be obtained from any other source.

Turning now from local incidents to Yale's wider participation in the Revolutionary struggle, we find a most honorable record. At Bunker Hill, Long Island, White Plains, Saratoga, Valley Forge, Monmouth, Stony Point, Yorktown and other historic places dear to those who cherish the memory of our Revolutionary fathers, Yale graduates were at the front in every grade of the service from General to private. There is of course room here for mention by name of only some of those whose careers were especially noteworthy. The figures following the names give the year of graduation.

At the very opening of the war, John Patterson, '62, appeared on the day of Lexington. He served through the war, first as a Colonel of Massachusetts Provincials, afterward a Brigadier-General in the Continental Line. At Bunker Hill Lieutenant Grosvener, '65, was wounded,

and lost one third of his company. He appears "conspicuously at the front" in Trumbull's painting of the battle. He served through the war under Washington. Captain Coit, '61, Lieutenant Gray, '63, Captain Chester, '66, and Private Heart, '68, were also in the thick of the fight "at the rail and grass fence where the longest stand was made." Heart served through the war, and lived to be a Major in the United States Army in 1791, when he was killed while charging the Indians on the day of St. Clair's defeat.

We are not fully informed of the effect produced at Yale by the news from Lexington or Bunker Hill, but the patriotic enthusiasm must have been comparable with that awakened many years after by the news from Sumter. The students formed a military company, and had the superlative happiness of being reviewed and praised by Washington himself, who stopped over night in New Haven on his way to Cambridge to assume command of the Continental Army. When he left in the morning the enthusiastic students escorted him out of town, and this was the first time, Noah Webster tells us, that this mark of honor was given him in New England. The future lexicographer, who was then a Freshman, adds, "It fell to my humble lot to lead this company with music."

After the Battle of Bunker Hill many if not most of the Yale men in the service were in that part of the army which was under Washington's immediate command. This was partly because of the promptness with which they enlisted. When Washington conducted the Siege of Boston, and a little later the operations around New York, the Yale men were already in his army. They remained in it, and their names constantly recur in the accounts of the engagements at which Washington was present. At the Siege of Boston at least fifteen of his officers were Yale graduates from the Classes of '58 to '75. Most of these also took part in the operations around New York, together with others, in all at least thirty-two officers, among whom were General Scott, '46, commanding four New York regiments, and General Wadsworth, '48, commanding four Connecticut regiments whose Colonels were Silliman, '52, Bradley, '58, Gay, '59, and Chester, '66. In the battles of Trenton and Princeton, Yale officers took a conspicuous part. At the latter engagement, the favorable turn of the battle at a critical moment was secured by Colonel Hitchcock, '61. After it was over, Washington, in presence of the army, took him by the hand in front of Nassau Hall, Princeton's historic building, and thanked him for his gallant service during the day.

When Burgoyne came down from Canada, volunteers from Connecticut hastened to meet him, and among them we find some famous Yale names. First was General Oliver Wolcott, one of Yale's four signers of the Declaration of Independence, and one of the most influential men in Connecticut in the cause of independence. With him to the front went Noah Webster, '78, then a Senior in College, afterward the maker of the famous dictionary that bears his name. John Patterson, '62, formerly at Lexington, now a Brigadier-General in the Continental Army, was also there. So too was Colonel John Brown, '71, one of the early promoters of the Revolutionary cause in Massachusetts. He was present at Ethan Allen's capture of Ticonderoga, and afterward took part in the Canada campaign, where he was one of Montgomery's trusted officers in the attack on Quebec. In the decisive campaign ending at Saratoga, Colonel Brown was the officer chosen by General Lincoln to lead a detachment of five hundred men to operate in Burgoyne's rear. This he did most effectively, contributing materially to the final defeat of the British.

Mention should also be made of General Wooster, '38, a leading citizen of New Haven Major-General of the Connecticut Militia, and Brigadier-General in the Continental Army, a

veteran of the Old French War, who fell while defending Danbury in 1777. Also of Major Wyllis, '73, who "was in the leading battalion that stormed one of the Yorktown redoubts," and after the war was Major of the First United States regiment and fell, with fifty out of sixty regulars he had with him, in Harmer's Indian defeat in Ohio, 1790."

Many more might be mentioned equally brave and patriotic with those who have been named. The names of one hundred and ninety-six Yale graduates who took part in the war are known, and there are supposed to have been about forty more whose devotion to their country's cause has not been made matter of individual record.

One name however can never be omitted from the roll of Yale's Revolutionary heroes, that of Nathan Hale of the Class of '73. His story has often been told. After the Battle of Long Island, Washington needed information of the enemy which could be obtained only by a spy. He called for some one to perform the dangerous service, and Captain Hale volunteered. Of noble character and refined and sensitive nature, he was as far removed as possible from the ordinary spy, who is attracted by hope of reward or love of adventure. It is certain that he was influenced only by the loftiest motives of patriotism in accepting a task naturally repulsive to him, but transmuted into noblest service by what he believed was his country's call. He obtained the desired information, and had almost reached the point of safety on his return, when an unfortunate mistake of his own, and the treachery of a Tory relative, revealed his mission to the British. He was promptly hung, calmly saying at the last that his only regret was that he had but one life to give for his country. On the roll of his regiment he was honored with the record of a soldier's death, "Captain Nathan Hale, *killed* September 20, 1776." A worthy monument to his memory has been erected on the reputed spot of his execution, in City Hall Park, New York. It is the bronze figure of a noble youth, pinioned for execution, and calmly awaiting death, his last words expressive of his undying love for his country inscribed on the pedestal below. One other monument, let us hope, remains to be raised. In the near future, when the Old Brick Row at Yale has been removed, and the adornment of the interior court of the beautiful quadrangle is taken in hand, a place ought surely to be found for a figure of Yale's martyr-patriot.

CHAPTER VI

ADMINISTRATION OF PRESIDENT STILES

THE term of Dr. Daggett as President *pro tem.* came to an end in 1777, when he refused to discharge the duties of the place any longer, and fell back upon his Professorship alone. One source of trouble had come down to him from the masterful rule of President Clap. Under his guidance the Corporation in 1753, had passed a test act with stringent provisions for ensuring the orthodoxy of all connected with the teaching force of the College. This act was severely criticised at the time, and its unpopularity did not wear off.

Another thing that was remembered to the detriment of the College was that President Clap had proved it to be beyond the control of the Legislature. Partly because of this, and

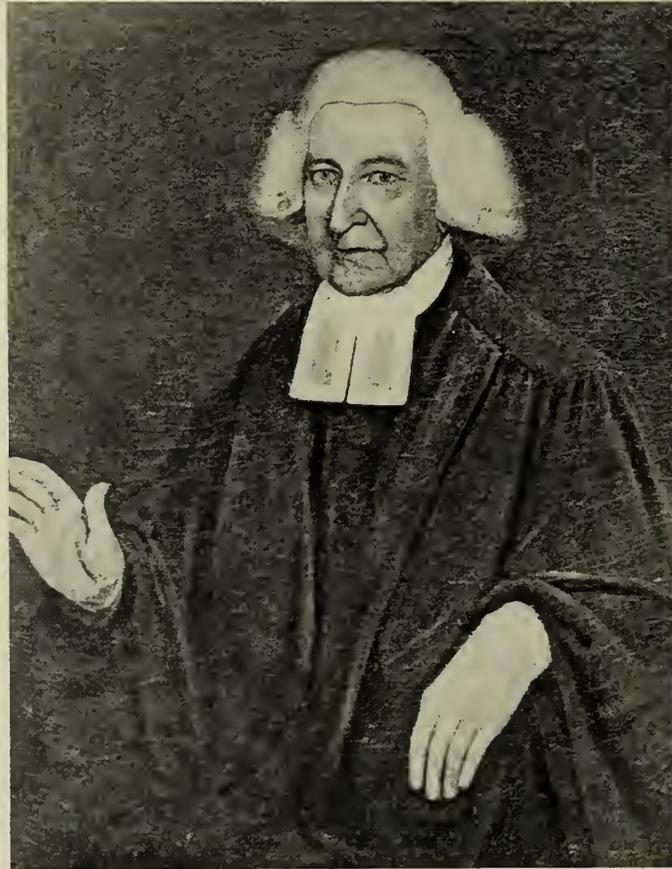
partly on account of the stringency of war times, pecuniary help, which had hitherto been given to the College by the State, was now refused. Hence owing to a combination of circumstances the College was in rather a bad way in the fall of 1777. The students were few in number, only one hundred and thirty-two in all, and had been scattered on account of the lack of food in New Haven. The general apprehension over the approach of Burgoyne from the north added also to the uncertainty of the immediate future. More serious than that and the disaffection of the students were the alienation of many influential men in the community, and the hostile attitude of the State. So strong had the feeling against the College become that the matter of establishing a rival institution had been considered.

Evidently the man of peculiar emergency, and a man was found in the person of Rev. Ezra Stiles, of Newport, Rhode Island. He was the son of a prominent clergyman. He graduated at Yale in the Class of nineteen, and remained there for six years. He accepted a call to a Congregational church in Newport, and after a period of twenty-two years he was elected the most learned

In view of the condition of the College, it was not surprising that such an eminent man would hastily accept the offer to rehabilitate it. He showed a proper appreciation of the situation, and made a wise use of the opportunity, stipulating for

which would put the College on a more liberal basis, and would be of lasting benefit to it. The most important of these were that the religious test of 1753 should be repealed at once, that the permanent chairs of instruction should be increased as soon as possible, and that earnest efforts should be made to bring about a better understanding between the State and the College.

He came to New Haven to confer with the Corporation, and they acceded to his wishes. He also met prominent citizens who assured him of their support. A further encouragement was found in the way in which his election to the Presidency had been received throughout the State. Satisfaction was expressed by the steadfast friends of the College, also by those who had been alienated by the unpopular measures of President Clap's administration.



EZRA STILES

College needed a gift to meet the need, and fortunately such a gift was found in the person of Dr. Stiles, who had graduated from Yale in 1746 at the age of twenty-two. In 1755, he accepted a call to a Congregational church during his pastoral years. He had the reputation of being the most learned man in America. In view of the condition of the College, it was not surprising that such an eminent man would hastily accept the offer to rehabilitate it. He showed a proper appreciation of the situation, and made a wise use of the opportunity, stipulating for

President Stiles accepted and was inducted into office July 8, 1778. His inaugural address was in Latin, and had for its subject "The Encyclopedia of Literature." A feature of interest to those present was his taking the oath of fidelity "to the State of Connecticut as a free and independent State." Of more curious interest to us was the way in which his salary was to be paid, throwing light as it does on the unsettled state of the currency at that time. He was to receive an annual salary of one hundred and sixty pounds, "one quarter to be paid in wheat at four shillings and sixpence per bushel, one quarter in corn at two shillings and threepence per bushel, one quarter in pork at twenty-four shillings per hundred weight, and the other quarter in beef at eighteen shillings per hundred weight; or an equivalent in money, to be determined annually by the President and Fellows according to the current prices in New Haven, viz., of pork and beef in December, and of wheat and Indian corn in January."

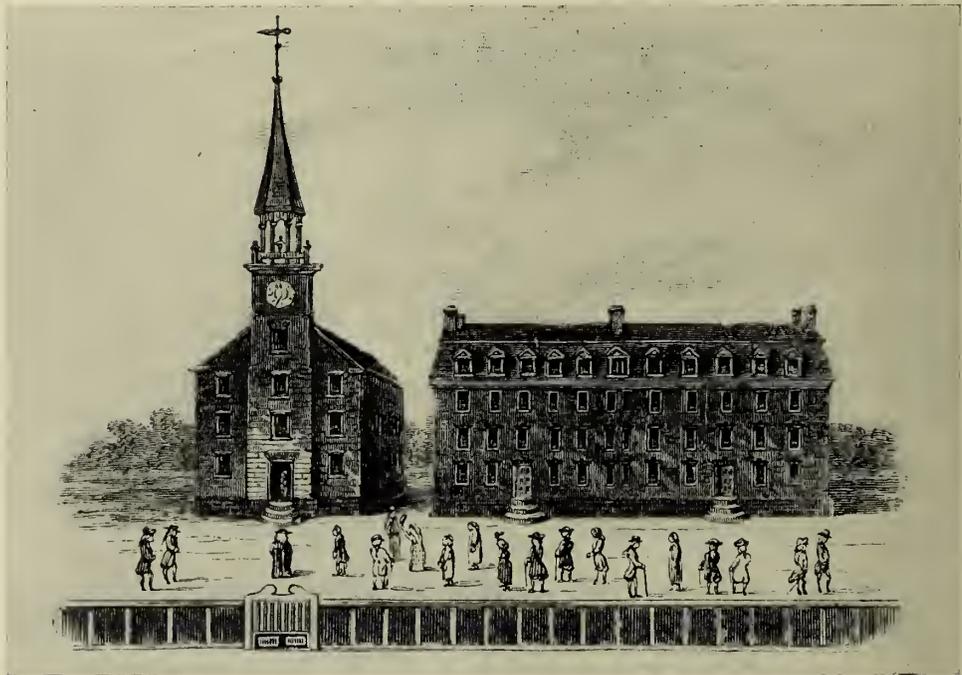
Dr. Stiles was a moderate Calvinist, and was loyal to the Congregationalist polity. But he was not a religious partisan. His extensive learning had broadened a naturally fair and catholic mind, and he could see and frankly admit the good there was in other forms of belief than his own. He was accordingly well qualified to win back to the support of the College those who had been driven away by former theological asperities. To accomplish this he had, as before stated, secured the repeal of the test of 1753, and this conciliatory measure, followed up as it was by his own cordial attitude, produced the most happy results in the reunited support of the prevailing religious sentiment of the community. Furthermore, his character, his attainments, and his personal dignity were calculated to produce a most favorable impression on the undergraduates, so that he was able before long to correct the internal evils in the College which had resulted from the demoralization of the few preceding years.

When President Stiles entered upon the duties of his office, there were two Professorships at the College. One was the Professorship of Divinity, established in 1755, and filled by Dr. Daggett; the other was the Professorship of Mathematics and Natural Philosophy, established in 1770, and filled by Rev. Nathaniel Strong. Both these chairs became vacant early in the new President's term. Dr. Daggett died in 1780, partly as a result of his patriotic ardor at the time of the capture of New Haven. Professor Strong resigned in 1781, because of an opposite attitude toward public events. He was a pronounced loyalist, and this made him unpopular in the College, and unwilling to put up with the temporary sacrifice of salary which the war made necessary. Thus deprived of his two most important assistants, President Stiles discharged the duties of both the vacant chairs. He was also Professor of Ecclesiastical History, having received that appointment at his own request when he was made President. The Chair of Mathematics and Natural Philosophy was not filled by a new appointment for thirteen years, during which time President Stiles gave instruction in those branches. That he was able to do this acceptably is a significant indication of the range of his acquirements, although of course the demands in those departments of instruction were incomparably less exacting than they are at the present day.

In thus filling the places of President and three Professors at the same time during the greater part of his term, Dr. Stiles not only gave proof of his versatility, but also of his devotion to the college. On coming to Yale it was a part of his plan to increase the teaching force of the institution. But instead of an increase there was a falling off, and nothing but his determined and self-sacrificing spirit prevented a serious crippling of the College. The inability to expand resulted partly from the condition of public affairs. The uncertain years of the war to 1781, had been followed by the dismal years of the Confederacy, during which the practi-

cally independent States were groping their way through a chaos of commercial jealousies to a more perfect union which would make prosperity possible. But during all this time, and for several years after, the main obstacle to the suitable equipment of the College was the unfriendly attitude of the State government. State aid had been given at the beginning, had been continued for seventy years, and was sorely needed still. But since the inviolability of the College Charter had been demonstrated by President Clap, public sentiment had opposed the giving of public aid to an institution that was not under public supervision. This sentiment had been strengthened by vague reports, purposely spread, that serious abuses in the administration of the College existed under cover of immunity from legislative investigation.

President Stiles set himself early to removing these suspicions, but for a long time was unsuccessful. He exerted his influence with individuals, and met committees of the Legislature,



YALE COLLEGE, 1793

but with no apparent result as year after year the State refused to give the aid the College sought. Attacks continued to be made upon the College in the papers and in the Legislature. In 1784, twenty-one years after the first similar attempt had been so signally defeated by President Clap, "four different petitions were presented to the Legislature, the general object of which was to procure some legislative interference to alter the College Charter, or to establish a rival College under State patronage." But the President was really gaining ground through his perseverance, and the respect which his character and attainments inspired. At last, near the close of his career, he succeeded in what had been one of the most earnest purposes of his life, viz., the establishment of cordial relations between the State and the College.

The first important move looking toward this result was the appointment of a committee by the Legislature in 1791 "to confer with the Corporation on the condition of the College." Several days were spent in a friendly conference, during which the Corporation won the good-

will of the committee by giving them without reserve all the information they wanted, and furnishing them every facility for investigating the affairs of the College. The result was a most favorable report to the Legislature on the management and condition of the institution, and a statement of its pressing pecuniary needs.

Together with this report was presented a plan prepared by Mr. Hillhouse, the College Treasurer, whereby certain funds were to be appropriated by the State for the use of the College, and the College in return was to admit the State to a participation in the management of its affairs. In accordance with this arrangement, agreed to by the Legislature and the Corporation, the Governor, Lieutenant-Governor and six senior Senators became, in 1792, *ex officio* members of the Corporation. In the governing body thus enlarged, the new lay members had



SOUTH COLLEGE — REMOVED IN 1893

individually equal voice and vote with the clerical members, so that although they could not outvote the latter, they were in a position to know, on behalf of the State, everything that transpired in the management of the College. This satisfied the demand at the time for State oversight, and the College enjoyed the benefit of the confidence thus happily restored. Part of the benefit accrued to it in the form of increased salary for the Chair of Mathematics and Natural Philosophy, which made it possible to secure Mr. Josiah Meigs, of the Class of '78, for the long-vacant Professorship. Another part accrued to it in the form of a new building, called Union Hall (later South College), to commemorate the substantial union with the State which had been consummated.

President Stiles did not live long to enjoy the fruit of his labors, for he died in 1795, after a sickness of a few days. "He had devoted," says Professor Dexter, "his matured powers unremittingly for seventeen years in a difficult time to the service of the College, and had seen

it advance steadily in solid usefulness and in popular reputation. Though genuinely simple in his private character, he was punctilious about the details of official dignity, and fostered in the true antiquarian spirit all the traditional orders and ceremonies of the place." His learning was varied and profound. "It would be difficult," says Professor Kingsley, "to mention any subject of moment in which he had not, as occasion occurred, taken an active interest. He was familiar with every department of learning. His literary curiosity was never satisfied, and his zeal in acquiring and communicating knowledge continued unabated to the last. He was distinguished for his knowledge of history, particularly the history of the Church. Few persons probably in the United States have acquired as great familiarity with the Latin language." Another writer says, "His acquaintance also with the Oriental languages, and his correspondence with learned men in his own country and in distant quarters of the globe, was something very remarkable for the time in which he lived. He was an ardent patriot during the whole progress of the Revolutionary War. . . . He was through life full of interest in contemporary history, and the voluminous journals in which he wrote extended accounts of current events, and the papers of other kinds which he left to the College, have been a treasure-house for subsequent historians of the period in which he lived, from which they have obtained the most valuable material. He was withal ardently attached to the College. He was a true college man, thoroughly imbued with the spirit of the place, and disposed to maintain all its traditions. No officer of the institution has ever labored with more zeal for its prosperity." "His special claim to the gratitude of the alumni is his success in removing what had become the great and serious obstacle to the growth and prosperity of the institution, its unpopularity. He brought the College back into the line of its traditions and to its historic place in harmony with all classes of the people of the State, and with the Legislature."

CHAPTER VII

COLLEGE LIFE AND WORK IN THE EIGHTEENTH CENTURY

THE manner of life at Yale during the eighteenth century is not known to us as fully as the present life will be known to those who come after us. No College papers were published then, nor did the local journals give much space to the doings of the students. The old College laws, the "Annals of Yale College" by President Clap, and diaries and correspondence of graduates, are our principal sources of information. President Woolsey collected the most important items that have come down to us, in his commemorative address at the one hundred and fiftieth Commencement in 1850, and that address has been used in the preparation of this chapter.

President Stiles notes in his diary, June 29, 1778, "This evening I began to read the book of customs in the chapel." This book appears to have been prepared largely for the guidance of Freshmen, and to have been read in public each year for their benefit. From passages which have been preserved, probably out of this book, we learn that all undergraduates "are forbidden to wear their hats (unless in stormy weather) in the front door yard of the President's or Professor's house, or within ten rods of the person of the President, eight rods of the Professor, and five rods of a Tutor." We can well believe that irreverent students calculated to a nicety the exact point at which it became necessary to uncover on approaching these different grades

of dignity, and so cultivated those powers of observation which the regular curriculum left largely undeveloped. We are told of one very tall student who not only approached but actually passed a diminutive Tutor without the usual mark of respect! On being brought to task for it, he blandly declared that he did not see the Tutor. In addition to the foregoing rule for all students, we read that "The Freshmen are forbidden to wear their hats in College yard (except in stormy weather, or when they are obliged to carry something in their hands) until May vacation." Again, "Whenever a Freshman either speaks to a superior or is spoken to by one, he shall keep his hat off until he is bidden to put it on," and this appears to have been required "not only about College, but everywhere else within the limits of the city of New Haven." Apparently a Freshman did not have much use for a hat. Was this the basis of the well-known custom which forbids the wearing of tall hats in Freshman year? However that may be, there would seem to be no doubt about the antiquity of the custom respecting canes. In the "Yale Students' Hand-book" published in 1897, by the Young Men's Christian Association are printed a few rules of conduct which "the Freshmen will do well to observe," and one of them is, "Not to carry a cane before Washington's birthday." Turning back to the "Freshmen Laws" published in 1764, we read, "No Freshman shall walk with a cane." Is not this entitled to be considered the oldest custom in College?

The minute ordering of the Freshmen's ways did not stop at the prohibition of hats and canes. "When a Freshman is near a gate or door, belonging to College or College yard, he shall look around and observe whether any of his superiors are coming to the same; and if any are coming within three rods, he shall not enter without a signal to proceed. In passing up or down stairs, or through an entry or any other narrow passage, if a Freshman meets a superior, he shall stop and give way, leaving the most convenient side — if on the stairs, the banister side. Freshmen shall not run in College yard, or up or down stairs, or call to any one through a College window. When going into the chamber of a superior, they shall not speak until spoken to; they shall reply modestly to all questions, and perform their errands decently and respectfully. They shall not tarry in a superior's room after they are dismissed, unless asked to sit down. They shall always rise, whenever a superior enters or leaves the room where they are, and not sit in his presence until permitted." Surely there was need of a "Declaration of Independence" in those days on other than political grounds.

The reference to performing errands calls attention to the practice which made Freshmen within certain limits the servants of the upper-class men. One of the "Freshmen Laws" was as follows: "Freshmen are obliged to perform all reasonable errands for any superior, always returning an account of the same to the person who sent them. When called, they shall attend and give a respectful answer; and when attending on their superior, they are not to depart until regularly dismissed. They are responsible for all damage done to anything put into their hands by way of errand." That the Freshmen sometimes displayed the spirit of '76 may be taken for granted, and indeed the law itself gives evidence of that, for the prohibitions against impatiently turning on one's heel, or showing one's vexation by injuring property, were doubtless inserted because they were needed. By way of further proof, we find this entry in Professor Silliman's journal when he was a Senior in 1795: "I was appealed to as umpire between a Freshman and a Junior who had commanded the Freshman to go of an errand, and he refused. I decided conditionally in favor of the Freshman, and my judgment was afterwards confirmed by the opinion of my classmates." Sometimes doubtless a shrewd Freshman could get even with his "superior" in spite of the minute provisions of the law, as when one was sent with

a dollar to get "some pipes and tobacco," and came back with ninety-nine pipes and one cent's worth of tobacco. Limits were also put to the errand-sending propensities of lazy upper-class men by the rules that Freshmen "are not obliged to go for the undergraduates in study time, without permission obtained from the authority; nor are they obliged to go for a graduate out of the yard in study time," and "none may order a Freshman in one playtime to do an errand in another." The privilege of sending Freshmen on errands was abolished in 1804. Until then an effective form of punishment consisted in taking the privilege away from an upper-class man, or lengthening the period of servitude beyond Freshman year.

Curious evidence is given of the extent to which class distinctions were recognized. Thus we read, "A Senior may take a Freshman from a Sophomore, a Bachelor from a Junior, and a Master from a Senior." Again, "In case of personal insult, a Junior may call up a Freshman and reprehend him. A Sophomore in like case must obtain leave from a Senior, and then he may discipline a Freshman, not detaining him more than five minutes, after which the Freshman may retire, even without being dismissed, but must retire in a respectful manner." As very few students in those days could have been possessors of watches, disputes about the five-minutes limit would seem to have furnished a fine field for "arbitration," or possibly some more summary process if a "Sophomore's" dignity were ruffled by a retiring Freshman.

Perhaps a more singular provision than that for errand-running was the one which made it the "duty" of Seniors to teach Freshmen the College laws. Thus, "It being the duty of the Seniors to teach Freshmen the College laws, usages, and customs of the College, to this end they are empowered to order the whole Freshman class, or any particular member of it, to appear, in order to be instructed or reproved, at such time and place as they shall appoint; when and where every Freshman shall attend, answer all proper questions, and behave decently. The Seniors however are not to detain a Freshman more than five minutes after study-bell, without special order from the President, Professor, or Tutor." It is to be presumed that this function of giving instruction, thus carefully provided for, was seriously performed for a while at least, but it degenerated into a farce, as was to be expected. Along with it was the practice of giving "advice," of which Professor Silliman makes sober mention in his diary. "In the afternoon I went to speaking, after which the Senior called up the Freshman class into the long gallery, and gave them some advice." It can be imagined what a fine opportunity was here offered to fun-loving students, and it is not surprising that the practice of giving "advice" continued well into the present century, after the Seniors were relieved from all responsibility for teaching the Freshmen the laws.

Before the time of President Dwight, the discipline of the College was administered largely by means of fines. "Thus there was in 1748 a fine of a penny for the absence of an undergraduate from prayers, and a half-penny for tardiness, or coming in after the introductory collect; of four-pence for absence from public worship; of from four to six pence for absence from one's chamber during the time of study; of one shilling for picking open a lock the first time, and two shillings the second; of two and sixpence for playing at cards or dice, or for bringing strong liquor into College; of one shilling for doing damage to the College or jumping out of the windows,—and so on in many other cases.' This system of punishing College offences was not peculiar to Yale, and belonged to an undemocratic age, since it evidently favored the rich. It was further open to the objection that it obscured the moral turpitude of some of the offences to which it was applied,

and hence tended to lower the moral standard of the students. Objection was made to it even before the Revolution, but it was not given up until some time after.

Another form of punishment which was possible only where aristocratic distinctions of rank were observed, was "degradation." This consisted in withholding from a student the precedence to which his family connections entitled him. To the sons of magistrates and clergymen, whose names could be moved from the top to the bottom of the class lists, this was a real punishment; but it evidently could not be applied to those whose normal position was at the bottom. Perhaps it was for their special benefit that one more remarkable form of punishment was devised—that of *cuffing*. "It was applied before the Faculty to the luckless offender by the President, towards whom the culprit, in a standing position, inclined his head, while blows fell in quick succession upon either ear." This punishment does not appear to have been applied later than the early part of Sophomore year, and was probably discontinued shortly before the Revolution. It was not peculiar to Yale, but was a corporal punishment in the seventeenth

An essential feature during the eighteenth century was the "Commons." Aside from the difficulty of finding places in a small town cordoning the kitchen of the first Yale building answered the purpose of the first Yale building. The chapel was also the more than sixty years



OLD GYMNASIUM, NOW COMMONS HALL

tion of intellectual, spiritual, and physical provision was maintained. Then in 1782, a new dining hall was built, afterwards known as the Chemical Laboratory, and this gave way in 1819 to the third dining hall, where the students boarded in Commons until 1842. In so far as the authorities gave the Commons full recognition as a regular department of the College, and required the attendance of all students, as at any other College exercise, it may be treated as an eighteenth-century institution, although some of the incidents mentioned in connection with it may have happened in the present century. It would be unfair to pass judgment on the food furnished by the College on the basis of complaints made by the students. Young men with healthy appetites, away from home, and probably deprived of the particular dishes or style of cooking they have been accustomed to, are apt to be critical, to say the least. From notices which have been preserved of the bills of fare ordered by the College, it is evident that the authorities aimed to furnish enough of plain, healthful food in some variety. Bread, beef, veal, mutton, pork, vegetables, milk and apple-pie are mentioned. Also various drinks which a College would not be likely to supply to its students at the present day. Beer was furnished at dinner for many years, then cider took its place, and beer was allowed at supper until 1759. Details are extant, showing the care that was taken to have the beer good. The board was probably as good as the majority of

modified form of the in vogue at Harvard century.

ture of the College century was the "Commons." The traditional sentimentality which had come from England, there was the suitable boarding in those days. Accommodation was an important part of the Commons, and the hall which was used for lecture-room and dining-room. For this intimate association

students had at their own homes. But owing to the difficulty of transportation in those days, the area of surrounding country from which any town drew its supplies was small, and at times the College Commons must have felt the effects of scarcity. This was especially the case during the Revolutionary War, when the College was broken up for weeks at a time on account of the difficulty of obtaining provisions.

The attitude of the students toward the Commons was a fruitful source of trouble. Most of them were well disposed in a way, recognizing the service the College was doing them by furnishing board at a low price. But the Commons offered a fine field for natural grumblers and mischief-makers, and at least one decided expression of dissatisfaction, known as the "Bread and Butter Rebellion," occurred in the present century. On that occasion, the larger part of the students went home, after kneeling in a great circle on the grass and singing a parting ode prepared for the occasion and set to the tune of Auld Lang Syne. Most of them returned promptly after an interview with their parents.

While actual outbreaks were very rare, the daily conduct of the students at table was characterized by great freedom. One writer says that while the blessing was being asked, the students usually improved the time by skirmishing for victuals, so that when the blessing was over, two forks would sometimes be found "sticking into each potato on the table." The same writer speaks of the dinner-time as being "a few minutes of uproar" during which the food was rapidly consumed, after which grace was said again and the students dispersed. Not however until the more provident among them had laid in a store for the next meal by pinning pieces of bread, meat, etc., to the under side of the table with their forks. On the other hand, such food as did not commend itself was liable to be summarily disposed of, for "the boiled beef occasionally found its resting place on the sanded floor beneath the tables, and the butter, with a strength greater than its own, sped out of the windows."

A curious annex to the Commons was the "Buttery," where the students could purchase additional refreshment between meals. This institution was located in the lower front corner room, south entry, of South Middle College, and was in charge of the Butler. This official was always a graduate of good standing and character. His chief prerogative "was to have the monopoly of certain eatables, drinkables and other articles desired by the students. The Latin laws of 1748, give him leave to sell in the Buttery cider, metheglin, strong beer to the amount of not more than twelve barrels annually — which amount as the College grew was increased to twenty — together with loaf sugar, pipes, tobacco and such necessaries of scholars as were not furnished in the Commons Hall. Some of these necessaries were books and stationery, but certain fresh fruits also figured largely in the Butler's supply. No student might buy cider or beer elsewhere." The authorities hoped that by furnishing light refreshment under restrictions as to quantity and cash payment, they could restrain extravagance and desire to drink on the part of the students. In President Woolsey's opinion this effort was not successful. The Buttery was abolished in 1817, and the Commons in 1842.

The studies pursued during the infancy of the College may be learned from the laws of 1720 and 1726. "In the first year after admission, on the four first days of the week, all students shall be exercised in the Greek and Hebrew tongues only; beginning logic in the morning at the latter end of the year, unless their tutors see cause by reason of their ripeness in the tongues to read logic to them sooner. They shall spend the second year in logic with

the exercise of themselves in the tongues; the third year principally in physics, and the fourth year in metaphysics and mathematics, still carrying on the former studies. But in all classes the last days of the week are allowed for rhetoric, oratory, and divinity." The latter studies are more fully described thus: "All students shall, after they have done reciting rhetoric and ethics on Fridays, recite Wollebius' theology; and on Saturday morning they shall recite Ames' theological theses in his *Medulia*, and on Saturday evening the Assembly's Shorter Catechism in Latin, and on Sabbath day morning attend the explanation of Ames' cases of conscience." Furthermore, "all undergraduates shall publicly repeat sermons in the hall in their course, and also bachelors; and be constantly examined on Sabbath at evening prayer." It was also prescribed that "no scholar shall use the English tongue in the College with his fellow scholars, unless he be called to a public exercise proper to be attended in the English tongue, but scholars in their chambers and when they are together shall talk in Latin." About the middle of the century it was ordered that "on Friday each undergraduate in his order, about six at a time, shall declaim in the Hall in Latin, Greek, or Hebrew, and in no other language without special leave." As a result of this cultivation of the dead languages, President Woolsey tells us that "the fluent use of Latin was acquired by the great body of the students," though he does not speak very highly of its quality.

President Clap improved the course by introducing more mathematics. He says in 1776 of the Freshmen at the time of their admission that they "are able well to construe and parse Tully's orations, Virgil and the Greek Testament, and understand the rules of common arithmetic. In the first year they learn Hebrew, and principally pursue the study of the languages, and make a beginning in logic and some part of the mathematics. In the second year they study the languages; but principally recite logic, rhetoric, oratory, geography and natural philosophy; and some of them make good proficiency in trigonometry and algebra. In the third year they still pursue the study of natural philosophy, and most branches of mathematics. Many of them well understand surveying, navigation, and the calculation of eclipses; and some of them are considerably proficient in conic sections and fluxions. In the fourth year they principally study and recite metaphysics, ethics, and divinity. The two upper classes exercise their powers in disputing, every Monday in the syllogistic form, and every Tuesday in the forensic."

The range of this curriculum was small, but its disciplinary value was great. The best evidence of this is to be found in the large number of strong men who received their training at Yale in the eighteenth century, and became leaders in the theological, educational, political, and constitutional movements of the age.

CHAPTER VIII

ADMINISTRATION OF PRESIDENT DWIGHT

AT the death of President Stiles, the friends of the College turned with one accord to Rev. Timothy Dwight, D.D., as his successor. Dr. Dwight was of famous New England ancestry, being a grandson of Jonathan Edwards. He was an educator of proved ability, and was thoroughly acquainted with the details of the College management, having served as Tutor for six years with distinguished success during Dr. Daggett's term. At the resignation of the

latter, he would probably have been put at the head of the College had it not been for his comparative youth. This however did not appear to the students a serious objection, for they were desirous of having him chosen at once. During the years of his Tutorship he had impressed himself upon them to a remarkable degree. Proof has already been given of their appreciation of him as a teacher. His moral and religious influence over them had also been very marked. The custom of leaving a class entirely in the care of a single Tutor had given him an excellent opportunity for the exercise of personal influence over individuals. The College pulpit also had enabled him to reach the student body, and his public discourses had made a deep impression.

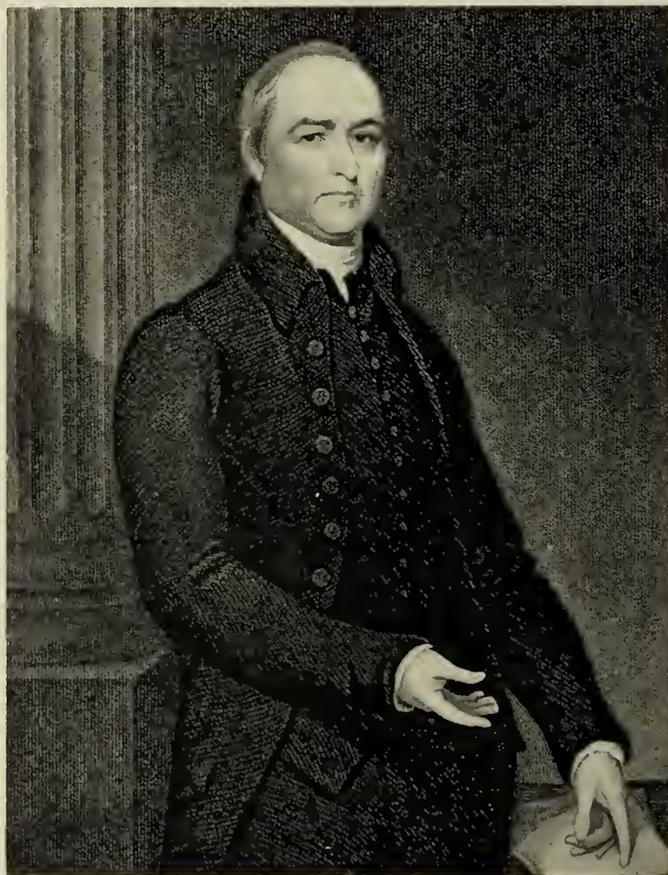
They also revealed mind on the con- for the success of the breadth of his time concerning

After leaving serving in the army a while as been settled over field Hill. From forty-four, in the powers, he was idency of Yale. took place Sep-

The time was one in the history For nearly a hun- struggled along, vicissitudes. It the demoralizing wars, and a period archy hardly less war. It had re- a quarter of the shadow of popular had been stunted the consequent

avenue from which adequate support could then come. As a result of these unfavorable influences, it had always been small in size and restricted in its equipment, so that, although relatively of great importance among the educational institutions of the country, it had not advanced very far beyond the grade of a "Collegiate School." But under Dr. Stiles, as we have seen, a great improvement had taken place, at least in its prospects. The State government had been reconciled and had renewed its benefactions, and the religious community was fairly united in its support.

The condition of the country also was full of promise for the future. The new constitution had been in successful operation for several years under the wise and firm administration of Washington, giving to the country a government strong enough to keep the peace among the



TIMOTHY DWIGHT

the grasp of his ditions necessary the College, and views at that early its future.

the College, and Revolutionary Chaplain, he had a church at Green- this, at the age of fulness of his called to the Pres- His inauguration tember 8, 1795.

a most important of the College. dred years it had subject to many had experienced effects of four of threatening an- pernicious than a mained for nearly century under the disapproval, and in its growth by closing of the only

States, and compel the obedience of individual citizens. During the preceding year, by the suppression of the insurrection in Western Pennsylvania, it had been shown in a convincing manner that a genuine national government had been established. This secured, and a commercial treaty with England in operation, the country was entering on a career of prosperity in which the College might hope to share if its affairs were wisely managed.

The accession of President Dwight marks the beginning of a new epoch in the history of the College. As the narrow colonial life of the people was expanding into the broader and stronger life of a great nation, so the cramped life of the small colonial College was on the threshold of a great change which would soon give it a national character. Thus far the College had been dominated by the ideas and hampered by the usages of former generations. President Dwight set his face resolutely toward the future, and under the touch of his genius it began to assume those essential characteristics which distinguish the Yale of to-day. Great enlargement there has been since his time, but this has come mainly as the development of what was started by the far-sighted man who led the College out of the old century into the new.

At the close of his first year he issued a catalogue containing the lists of the four classes, and the publication commenced then has continued without interruption to the present day. Separate lists of the members of a single class had occasionally been printed before, but the Catalogue of 1796, was the first regular annual Catalogue of Yale, and so far as known was the first published by any College in the country. It was printed on a single sheet and contained 117 names. It was a small affair, yet the publishing of it was an act of self-respect and of faith in the future. It was the *toga virilis* of the College just entering on its manhood, and looking hopefully for greater things to come. The growth of the catalogue from its one page in 1796 to its 426 pages in 1896 impressively marks the dimly foreseen growth of the College itself from its child's estate one hundred years ago.

That President Dwight expected considerable growth in the College and planned for it was shown by his purchase of additional land for the future erection of buildings. At his accession in 1795, the College lot was substantially a parallelogram with a frontage of 334 feet on College Street, and 246 feet on Chapel Street. The Lyceum now stands very nearly on the northwest corner of this lot, so that a good idea of it may be obtained by following the rear of Lyceum out to Chapel Street, and its north side down to College Street. The land thus marked off contains the Lyceum, South Middle, the east wing of Vanderbilt, Osborn Hall, and about three-fourths of Welch. By President Dwight's far-sighted action in the first year of his term additions were made to this small lot until the College owned the greater part of the square enclosed by College, Chapel, High and Elm Streets. Of the portions not secured in that year, there was one lot, 58 feet on College Street and one hundred feet deep, on which stood two unwelcome buildings. This lot had been in 1753, the property of Benjamin Franklin. He appears to have bought it expecting to put on it a building for a post-office and printing-office for his nephew, who was appointed Postmaster a few years later; but this plan was never carried out. In 1790 the front half of the lot was bought by the county, and the jail was built on it, where the south end of Lawrance now stands. The rear half was acquired by the town, and on that was built the almshouse, which would thus stand partly in front of Lawrance. In 1799 and 1800, President Dwight was able to purchase this land, and so the College secured an unbroken front on College Street, and got rid of its unpleasant neighbors. It may be added as an item of interest, though not connected with the narrative at this point, that the Sloane and Kent

laboratories stand on land which, at the original settlement of New Haven, was the home lot of Thomas Yale, the father of Elihu Yale.

The method of discipline at Yale, as President Dwight found it, was one of those features which belonged to an earlier period and to a different stage of civilization. It was administered officially by the Faculty in the form of fines, and semi-officially on the newer students by the older ones in various forms of domineering. The laws also were antiquated in form, and too numerous and minute. The practical outcome of the system of fines was that a student could indulge considerably in various forms of transgression if he was rich enough to pay for it. This was demoralizing, as was also the system of fagging. President Dwight believed that the best form of discipline is that which leads to intelligent self-restraint, and to secure this he depended largely on his personal influence over the young men, which was remarkable. Quite early in his term he remodelled the College laws, and later abolished the system of fines, and stopped the practice of fagging.

When Dr. Dwight commenced his work as President, he took charge of the Senior Class, as was customary, acted as Professor of English Literature and Oratory, filled the vacant chair of Divinity, and preached twice each Sunday in the College chapel. Besides himself, there were on the Faculty Professor Meigs, who taught Mathematics, Natural Philosophy and Astronomy, and three Tutors. This meagre teaching force was a survival from the period which came to a close with the death of President Stiles. As we have seen, it was an unfulfilled ambition of the latter to increase materially the permanent chairs of instruction. What he could not do, the new President, having fallen upon better times, was able to accomplish. The resignation of Professor Meigs gave an opportunity to divide his chair, and the importance of founding a chair for the languages was obvious. A complete understanding with the State having been reached regarding the funds voted to the College by the Legislature, the way was open for founding three new Professorships.

In the earlier period it is quite likely that a clergyman who had attained some pulpit eminence would have been chosen for each of these places. But President Dwight saw clearly the greater advantage which would ultimately come to the College if young men of promise were encouraged to adopt a special department of instruction as the field of their life-work, and prepare themselves early for it. In adopting this enlightened policy, he anticipated what is now universally recognized as the only reliable way to secure the best teachers in the higher departments of instruction, and he showed how essentially modern was the working of his mind. Professor Dexter has well said, contrasting him with Dr. Stiles, "the change to Dr. Dwight was like a passage from a type of the eighteenth century to an earnest of the nineteenth."

Having made this wise decision as to the way in which the new chairs should be filled, President Dwight next showed his rare discernment of character in the selections which he made. Among the recent graduates of the College were three young men who in the President's opinion possessed unusual qualifications for College work. They were Jeremiah Day of the Class of '95, Benjamin Silliman of '96, and James L. Kingsley of '99. They were accordingly chosen respectively for the Chairs of "Mathematics and Natural Philosophy," "Chemistry and Natural History," and "Hebrew, Greek and Latin Languages." Mr. William L. Kingsley has said, "The wisdom of President Dwight was shown in no one thing more conspicuously than in the selection of these three men to be his associates as permanent officers of the College. They were not only each superior in his own department, but through the whole life of President Dwight they ever remained in cordial sympathy with him in all his views respecting education, and gave him

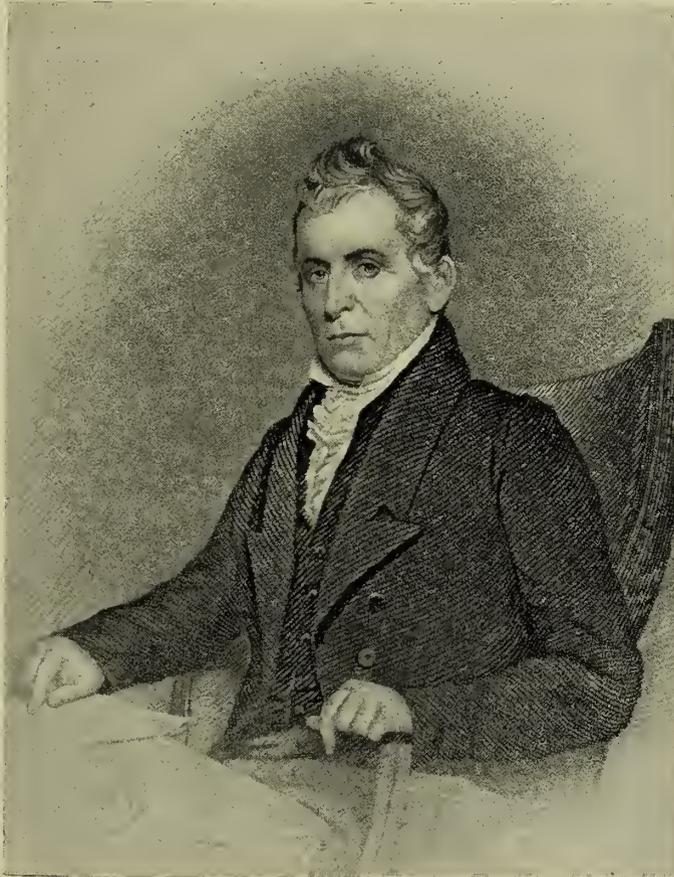
their hearty support. Neither did the benefits of their connection with the College cease with his life. For a period of over fifty years these three men lived to labor together in its behalf as colleagues, in true harmony with each other."

Under President Dwight and the eminent men he had gathered about him, the fame of the College was widely extended, and students resorted to it from distant parts of the land. It was no longer a local Connecticut or even New England institution, but was taking on a national character which it has ever since retained. To this time also may be traced the beginning of corporate consciousness on the part of the students, one phase of which was the spirit of antagonism which arose between them and in the town, leading to more than one riotous demonstration. The body was becoming its strength and took a characteristic way of showing it, and far more last- of loyalty to Yale since character- the beginning of how much we are man who awak- admiration in his them feel proud College over which

The plans of for Yale reached opment along Col- He looked forward into a true Uni- this end he sought tinct professional separate faculties Only one of these ganized during his

was the Medical School, which began its career in 1813. But he prepared the way for the Divinity School, which though not fully organized until 1822, had existed in embryo for some time before in the group of graduate students who were regularly taught by the President in his capacity as Professor of Divinity. He also contemplated the establishment of a Law School, but this also did not come until after his death.

President Dwight, in the words of another, "was one of the most conspicuous of men in modern times for the roundness and fulness, the variety and symmetry, of his powers. He was an ardent lover of music; a poet of some merit to say the least, considering the age; a teacher of extraordinary ability; one of the first preachers of his generation. He was acquainted with almost every subject, had read extensively in the literature of the English language, was a



JAMES L. KINGSLEY

tween them and in the town, leading to more than one riotous demonstration. The body was becoming its strength and took a characteristic way of showing it, and far more last- of loyalty to Yale since character- the beginning of how much we are man who awak- admiration in his them feel proud College over which

But back of this, ing, was the spirit which has ever ized her sons. For this, who can tell indebted to the ened enthusiastic pupils, and made of belonging to the he presided. President Dwight beyond its devel- lege lines alone. to its expansion versity, and to to organize dis- schools, with their of instruction. was actually or- lifetime. This

delighted observer of nature, loved flowers and all beautiful things with the ardor of a child, and opened his mind to be taught in everything useful, from the highest to the lowest sphere. He had practical wisdom to devise plans for needed improvements, and practical energy to carry out these plans to their result, to a degree which few have ever surpassed. He had a hopeful outlook upon the future, and believed that the golden age was yet to come, and he was ready for every necessary effort and sacrifice to make that future possible, as well as to hasten its coming. He was a patriot with a most ardent love for his country, believing in liberty and abhorring the system which brought human beings into bondage and deprived them of all their dearest rights. He was a Christian believer of the humblest and most earnest kind, full of love for his fellow-men, and ever ready to give them sympathy and help on their way to heaven. With reasoning powers of a high order, with a cultivated imagination, with a conversational ability admired by all the circle of his acquaintance and by strangers even who met him for the first time, with the manners of a gentleman, and, in a wonderful degree, the bearing and person of a nobleman — his form erect and full of dignity, his face beaming with intelligence and virtue, and his whole appearance impressive and commanding — with all this so conspicuous to every beholder, he must have filled the College with the refinement of his presence."

CHAPTER IX

ADMINISTRATION OF PRESIDENT DAY

IT was no easy matter to find a successor to President Dwight. His commanding abilities and national reputation were such that any man attempting to fill his place was likely to suffer by comparison. His own selection was understood to be Professor Day. He had chosen Mr. Day in 1795, to take the school in Greenfield Hill in which he was especially interested, and which he was obliged to leave on going to New Haven. He had soon after brought Mr. Day to Yale as a Tutor, and in 1803 had secured his appointment as Professor. During the fourteen years that followed he had found Professor Day a thoroughly reliable helper, entering fully and heartily into his plans and carrying them out with quiet determination and excellent judgment. He therefore naturally desired that Professor Day might be the one to carry out his unfinished plans when he should be called away. But that gentleman was very reluctant to undertake the task. He was a very quiet man, with a modest estimate of his own abilities, and was known to the public only as the author of some mathematical text-books. He was well aware that he was lacking in those brilliant qualities which President Dwight had led the public to expect in a Yale President. At first he declined an election, but afterward at the solicitation of friends he accepted, and was inaugurated July 23, 1817. He brought to the discharge of his new duties administrative abilities of a high order, and an intimate acquaintance with the College, which he had already served for nineteen years. During the next twenty-nine years, longer than any one else, he led the College through a most eventful period of its history, leaving it at last a larger and stronger and more scholarly institution than it had ever been before.

President Day set himself to carry out the far-sighted plans of his predecessor, but he could not continue his methods. Those were individual, and no one unless similarly endowed

by nature could hope to employ them with success. In so far as pertained to the management of the undergraduate body, the key-note of President Dwight's administration was personal influence; that of President Day's was organization. President Dwight depended upon inspiring the young men with a desire to do right; President Day impressed upon them the disagreeable consequences of doing wrong. The latter could best be done by the deliberate impersonal action of a body of men. Hence early in his term the action of the Faculty as an organized body assumed an importance it never had before. In fact, President Day inaugurated the system of Faculty government which has ever since characterized the College.

He was assisted in doing this by the increased size and importance of the Faculty resulting from changes in his own elevation to the Presidency, and from subsequent additions to the Faculty. His predecessor had added to the Faculty those of Pro-Literature and Oratory. But President Day's special field had been mathematics, with literature and oratory; and, although he was ordained to the ministry on the day of his inauguration as President, he did not feel qualified to teach divinity. Accordingly three new Professors were appointed, Eliazur T. Fitch, Divinity; Chauncey A. Goodrich, Rhetoric and Oratory; and Alexander M. Fisher (until 1820), Mathematics and Natural Philosophy, to take the place of the Faculty. Thus the Faculty consisted of five permanent officers with an enlarged corps of temporary instructors — a respectable body in their respective departments.



JEREMIAH DAY

made necessary by the Presidency, and his duties as Professor of English, Divinity, and of Divinity. His special field had been mathematics, which of course literature were not coordinated. He was ordained to the ministry on the day of his inauguration as President, but he did not feel qualified to teach divinity. Accordingly three new Professors were appointed, Eliazur Chauncey A. Goodrich, Rhetoric and Oratory; and Alexander M. Fisher (Adjunct Professor of Mathematics and Natural Philosophy), to take the place of the Faculty. Thus the Faculty consisted of five permanent officers with an enlarged corps of temporary instructors — a respectable body in their respective departments.

Change in this body was soon made necessary by death. Professor Fisher, a young man of rare promise, lost his life by shipwreck in 1822. Matthew R. Dutton, who was chosen to take his place, also died in 1825, and the chair was then filled by the appointment of Denison Olmsted. In 1836, the chair was divided, Professor Olmsted taking Natural Philosophy and Astronomy, and Anthony D. Stanley being appointed to the Chair of Mathematics. In 1831, the Chair of Ancient Languages was divided, Professor Kingsley choosing to continue his work in Latin, and Theodore D. Woolsey being appointed to the new Chair of Greek. In 1839, Professor Goodrich was transferred to the Theological Department, and William A. Larned was chosen to take his place. In 1843, Thomas A. Thacher was appointed Assistant Professor of Latin. (He was made full Professor in 1851.)

Early in President Day's term the study of the classics was attacked as unsuited to the practical needs of the times. So persistently were the "dead languages" denounced in the papers, that the Corporation appointed a committee in 1827 to consider the matter of continuing the study of the classics. The report of this committee was at no time in doubt. They recommended that the demands of the "practical" portion of the press should not be complied with. At the same time President Day published an admirable statement respecting the aim and proper character of a college education. Valuable service was rendered the cause of liberal as distinguished from technical education by the decided stand taken by Yale at this time, and the determination to stand by the classics was shortly after made still more emphatic by the enlargement in them as already

It was the good fortune of President Day to be able to carry out the plans for the establishment of distinct departments of professional study. In 1822, the demands of theological education had become such that the Professor of Divinity in the College could not alone meet them. Accordingly the Corporation established the "Dwight Professorship of Didactic Theology," secured a separate endowment for the chair, and filled it by the appointment of Rev. Nathaniel W. Taylor, Pastor of the Center Church. This was the foundation of the Divinity School. In 1824, the College entered into close relations with a private law school which had been in existence for a few years in New Haven, and adopted it as the Law Department of the College. About 1825, steps were taken for the



ANTHONY D. STANLEY

other than professional, outside the regular College course, whence eventually came the Sheffield Scientific School and the Graduate School. In the mean time the Medical School had flourished, the students had increased in numbers, and the Faculty had been enlarged. Thus under President Day, Yale began to assume definitely the character of a University.

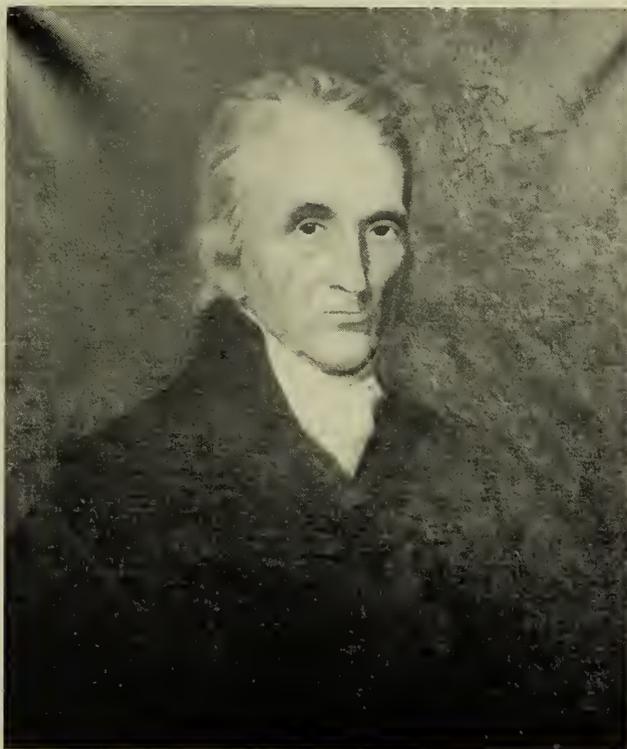
At the middle of President Day's term the financial condition of the College demanded serious consideration. The endowment was only about \$30,000, from which an income of about \$2,500 was obtained. The College depended mainly upon tuition paid by the students, and this was unfortunate for two reasons. One was that while the income increased as the number of students became greater, the increased expense of properly caring for the larger number was liable to exceed the additional income obtained from them. This was actually the case, for in 1831, the College fell behind about \$500, and in the next year its expenses exceeded its

of the teaching force mentioned.

fortune of President Day to be able to carry out the plans for the establishment of distinct departments for professional study. In 1822, the demands of theological education had become such that the Professor of Divinity in the College could not alone meet them. Accordingly the Corporation established the "Dwight Professorship of Theology," secured an endowment for the chair, and filled it by the appointment of Rev. Nathaniel W. Taylor, Pastor of the Center Church. This was the foundation of the Divinity School. Two years later, in 1824, the College entered into close relations with a private law school which had been in existence for a few years and in 1825 formally adopted it as the Law Department of the College. About this time also, steps were taken for the

income by about \$3000. So that its very prosperity in one direction was crippling it in another. A vigorous movement was at once started to raise about \$100,000, the income of which should be applied at the discretion of the Corporation. An agent was appointed, and the desired amount was raised, mostly in small sums. The Class of '31 gave \$1000. The securing of this sum was an important event. It relieved the College from immediate embarrassment, and added a respectable sum to its reliable income. More than that, it gave a most valuable proof of devotion to the College on the part of many graduates, some at least of whom cramped themselves in their self-denying eagerness to help the College.

The other reason referred to for deprecating the dependence of the College upon tuition money was the resulting difficulty of furnishing free tuition to deserving students who were in straitened circumstances. The notion that rich students are apt to be rich and poor students are apt to be virtuous, may be dismissed as a popular generalization which will not bear close examination. A sound reason however for wishing to keep poor students at the College was the more democratic character given to it if all classes of the community were represented in it, and the vast importance of each other's estimates of character and less of pecuniary resources. Accord- ingly measures were set on foot by President Day which have steadily borne fruit from that day to this, whereby students could receive pecuniary aid without losing self-respect or the good opinion of their fellow-men, most highly honored in College, and most illustrious in after life, have been among those who were not called upon to pay for what they received from the College, except by faithful work and attention to College duty.



JAMES HILLHOUSE

In 1830, occurred the "Conic Sections Rebellion." It appears to have been caused by unwillingness of the majority of one class to perform some College task. Asa Turner, a member of the class, says sarcastically in his autobiography, "It was warm weather, and they thought the lessons too hard." The disturbance led to the dismissal of forty-four Sophomores. The action of the Faculty, and the support it received from the Faculties of other colleges in their refusal to admit any of the men who had been sent away from Yale, made a deep and lasting impression upon the students. The uselessness of resisting College authority became from that time a fixed tradition of the College. An immediate result was the success of President Day's efforts to raise the standard of scholarship, and soon the students were won over to approval of his methods, which they could see

were increasing the value of the College course, and of the degree which was to come at its close.

In 1832, occurred the death of Hon. James Hillhouse, who had held the office of College Treasurer continuously from his appointment in 1782. He was a prominent man in public life, with many exacting duties, but he found time during fifty years to give the College the benefit of his great financial ability. Yale men have reason to remember him with gratitude, for we mainly owe to him the setting out of the many elms which have given New Haven its chief beauty, and have helped to make life endurable in the days when the summer term held on until the close of July.



NORTH COLLEGE

In 1842, an important change was made by the giving up of Commons. This was one of the oldest features of the College, having come down from its first settlement in New Haven in 1717. The difficulty of meeting even the reasonable tastes of a considerable number of young men was obviously great, and increased as the student body became larger. The attempt to do this, and to compel students to eat what was furnished them or go without, was a constant irritant, and prolific of occasions for petty discipline, and in 1830 had led to the disturbance mentioned in a former chapter. The President, with the good judgment of a wise ruler, decided to remove the cause of the trouble. We may well believe that such men as Professor Silliman and those associated with him were glad to be relieved from the uncongenial task of furnishing material pabulum to young men who properly looked to them for mental nourishment alone.

The growth of the College under President Day was steady and gratifying, though not phenomenal. The classes rose to an average of ninety, from fifty-six under his predecessor.

To accommodate the increasing number, new buildings were needed, hence it is to President Day's administration that several of Yale's well known buildings are due. First was the Commons Hall, known later as the Cabinet Building. Then came North College, then the Chapel between it and North Middle. This completed the brick row, unless the Theological Building erected in 1836, standing somewhat apart from the others and belonging to another department, may be considered as belonging to it. A few years before this the College had acquired the Trumbull historical paintings, and had put up a building for their accommodation, now the Treasury, and almost at the close of President Day's term a new Library building was commenced. This was notable as the first stone building put up by the College, and it might for this reason be spoken of as the first permanent one, were it not that it is already doomed to give place to a larger building.



NORTH MIDDLE

The last half of President Day's term has been properly called "a truly brilliant period." It was ushered in by an important religious revival which gave greater sobriety and steadiness to the College life. "As a body, the whole College community was characterized by an interest in study, and a spirit of work which surpassed anything known before." The name of one class in particular has come down to us as embodying much that was best in the undergraduate life of that period — the famous Class of '37, the class of William M. Evarts, Chief-Justice Waite, Edwards Pierrepont, and Samuel J. Tilden. "During all this period, the consciousness among the students of their numbers, and of their cosmopolitan character, added to the *esprit de corps* which was already so marked a feature of the College community. Never before had the students been known to manifest such affection for their *Alma Mater*, or to take such pride in the ability and the reputation of their instructors."

President Day resigned his office in 1846, after giving their diplomas to thirty classes, and was immediately chosen a member of the Corporation, where he was permitted to serve

the College for twenty-one years longer. His health in the years of his early manhood was very poor. His acceptance of his Professorship was delayed by the progress of his disease, consumption, which it was supposed would soon cut short his promise of a useful life. During his busy years, he was still considered as in delicate health, until, as the years went by, people began to think they were mistaken. He retained the use of his mental and bodily powers almost to the last, and died in his ninety-fifth year. The writer, while in College during the later years of his life, well remembers his calm, benignant face, which was often seen on the streets and at the Post-office. His unruffled temper and quiet ease of manner doubtless had much to do with making his life as long as it was useful. Professor Dexter has written of him, "The gravity and calmness which were his striking external characteristics were in perfect keeping with the whole force of his influence in College affairs. By a well-balanced judgment, cautiousness about changes, regularity and steadiness in the development of matured plans, and other traits similar to these, he exercised a great though unobtrusive power, and left a memory for universal veneration." President Woolsey said of him, "I suppose that if the nearly twenty-five hundred graduates who were educated in Yale College between 1817 and 1846 were asked who was the best man they knew, they would with a very general agreement assign that high place to Jeremiah Day."

CHAPTER X

ADMINISTRATION OF PRESIDENT WOOLSEY

PRESIDENT DAY had wished to resign his office several years before he actually did so, hence attention had been directed to the question of who should follow him. At his own election the earlier practice of choosing an eminent clergyman had not been followed. A Professor in active service had been promoted, and the results were so highly satisfactory that there was now no hesitation in following this precedent. So when President Day resigned in 1846, Professor Theodore D. Woolsey was at once chosen as his successor. Since 1831, Professor Woolsey had filled the chair of Greek with distinguished success. As a teacher he had inspired his pupils with some of his own enthusiasm for classical literature. As a disciplinarian he had secured the respectful consideration of the students, even when as a Tutor he had been called upon to face difficulties somewhat appalling to a young man. He now brought to the wider duties of the Presidency a well earned reputation for exact scholarship which brought honor to the College, and a skill in administration which gained for it strength and growth in every direction, so that "the progress made in the twenty-five years of his administration was far beyond all precedent in the history of the College."

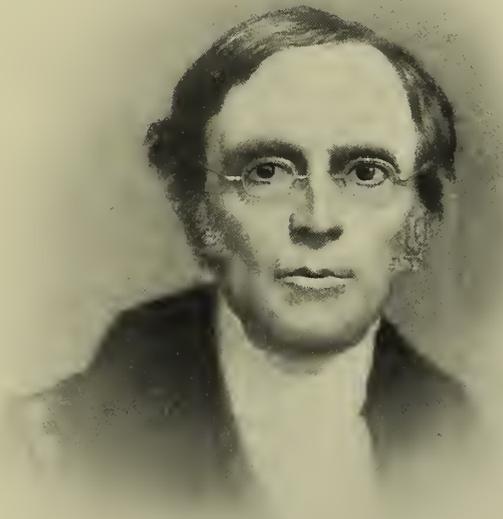
The oldest branch of the College, the Academical Department as it was now called, in distinction from the Professional Schools which had grown up around it, naturally claimed his first attention and interest. It was here that his work as an instructor was done, and his personal influence beyond the walls of the class-room was most strongly felt.

In accordance with custom he undertook a good share of the instruction of the Senior Class, choosing for his subjects Political Science and History, while Mental

and Moral Philosophy, which had naturally fallen to the share of the clerical Presidents of earlier days, was now made a separate chair, to which Rev. Noah Porter was called in 1846. President Woolsey took advantage of the appointment of the new Professor to re-arrange the work of Senior year, and at the same time make an important change in its character in accordance with his own ideas of thoroughness. Allusion has been made to the action under President Day whereby the work of the students received a much needed toning up. For some reason that reform was made to affect only the first three years, so that Freshmen, Sophomores, and Juniors looked forward to Senior year as a time of relaxed effort on account of fewer recitations and greater dependence upon lectures. Any one who knows President Woolsey's detestation of laziness and slovenly work can well understand his intolerance of this condition of the first things which was expected of Seniors. Some listening to lectures remained, but the bulk of Senior work had to be done with text-books and daily recitations. So the students looked out for a happy if not actual freedom turned their eyes to the land of comparative ease just before they reached the President, and hence we find that "Junior songsters of the period."

But not upon the heavy hand of the new President was laid upon the whole body of students a new device known as "Biennial," and pictured in cartoons of the period

as a monster of horrid mien, ever watchful to devour the innocent. The Biennial was a much-dreaded period of written examinations at the close of Sophomore and Senior years on all the studies of the two preceding years. To the President it meant more careful and persistent study throughout the course, on the theory that only permanent acquirements could stand the test of such examinations. To the students, at least to many of them, it meant little change from happy-go-lucky methods of work, except for the spasms of convulsive cramming which were brought on once in two years by the fear of being snapped up in the jaws of the above-mentioned monster. The aim of the President was understood and respected, but the Biennial was not admired by the students, and it is a question whether the scholarship of the College was really improved by it. Even as a means of getting rid of dull and delinquent students it was not very successful. A sense



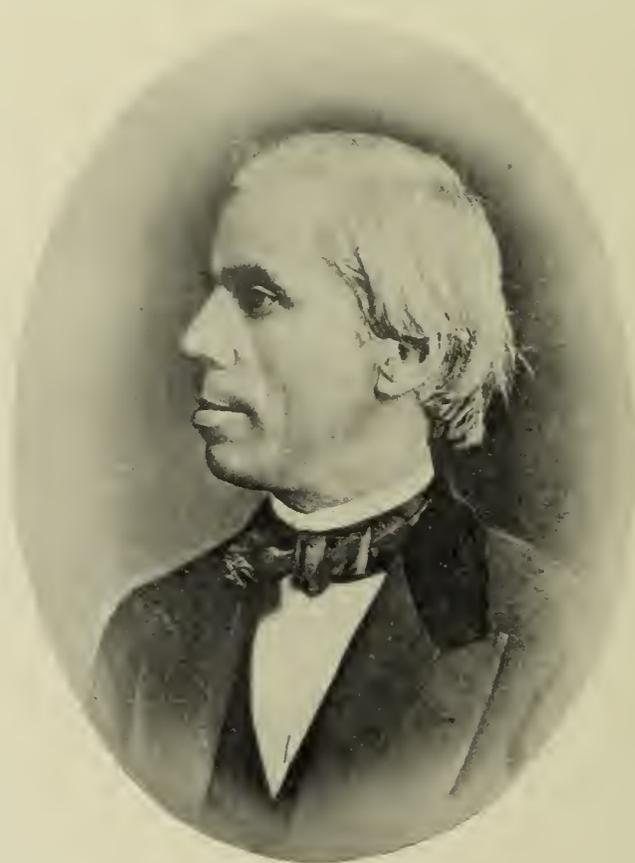
THEODORE D. WOOLSEY

of fairness inevitably influenced the action of the Professors in setting the papers and in judging the answers, so that on matters which in the ordinary course of nature must have long since faded out of the students' minds, a surprisingly small amount of information was allowed to pass. Nor is there any reason to believe that this "sweet reasonableness," when not carried too far, was really repugnant to the kindly nature of the President. He clearly showed that he was willing to lead as well as to drive by his action in establishing scholarships to be secured by voluntary competitive examinations. The most important one of these became at once the great honor of Freshman year, and had a marked influence in stimulating the ambition of the Freshmen. It has long been known as the "Woolsey Scholarship," but characteristic modification it be called by his term of office. The scholarships marked system of scholarships which has important influence rewarding, scholarly

The following Academical Department during term: in 1846, Noah Moral Philosophy; ley, Greek, in place sey (he was Assistant-1851, in which year Thacher was also sor); in 1850, James in 1855, Hubert A. ics, to succeed Pro- died in 1853; also Instructor in Elocu- Loomis, Natural tronomy, to succeed who died in 1859;

Northrup, Rhetoric and English Literature, to succeed Professor Larned, who died in 1862; also in 1863, Lewis R. Packard, Greek (Assistant Professor until 1867); in 1864, Edward B. Coe, Modern Languages; in 1852, Professor Fitch withdrew from the Chair of Divinity which constituted him the College Preacher, and the place was filled from 1854 to 1861 by George P. Fisher, from 1863 to 1866, by William B. Clarke and from 1867 to 1870 by Oliver E. Daggett; after that it remained vacant for several years.

President Woolsey's term witnessed the removal by death of the older Professors in several Departments, most of whom had received the first appointments to their respective chairs, and had been especially prominent in the work of organization: Of the Academical Department, James L. Kingsley in 1852, Benjamin Silliman in 1864, Jeremiah Day



JAMES HADLEY

the President with esty refused to let name during his founding of these the beginning of that ships and fellow- had such an im- in stimulating, by attainments.

Professors in the partment were ap- President Woolsey's Porter, Mental and in 1848, James Had- of President Wool- Assistant Professor until Assistant Professor made a full Profes- D. Dana, Geology; Newton, Mathemat- fessor Stanley, who in 1855, Mark Bailey, tion; in 1860, Elias Philosophy and As- Professor Olmsted, in 1863, Cyrus

in 1867; of the Theological Department, Nathaniel W. Taylor in 1858, Chauncey A. Goodrich in 1860, Josiah W. Gibbs in 1861, Eliazur T. Fitch in 1871; of the Medical Department, Eli Ives in 1861, Jonathan Knight in 1864; of the Law Department, Henry Dutton in 1869; of the Scientific Department, John P. Norton in 1852. Any well-considered list of the Makers of Yale would contain most if not all of these honored names.

It may be said here that the success of all the men who have made Yale what it is has been greatly promoted by the complete confidence reposed in them by the Corporation. That body has had the rare wisdom to entrust the management of each department to the men who were trained to their work in it, possessed direct knowledge of its needs, and had most at stake in its welfare. The Faculties accordingly, (within the unavoidable limitations of narrow financial endowments) have had a practically free hand in administering the affairs of the institution. It is believed that Yale presents a unique instance among American Colleges and Universities of perfect confidence and harmonious co-operation between teachers and their official superiors, established in early times, and continued to the present day.

The completion of the Library building in the year of President Woolsey's accession to the Presidency, and the administration of the Library in the new building by a Librarian especially chosen for that service alone, mark the rising importance of the Library as a feature of this period. The collection of College books, at first few in number and subject to various vicissitudes in times of commotion and war, had been successively housed in the attics of the original "Yale" building, the Atheneum, the Lyceum, and the Chapel. For about a hundred years the books were in the care of the Senior Tutor, then of one of the Professors, until in 1843, when the Library building was commenced, Mr. Herrick was chosen Librarian. This appointment, and the completion of the new building, marked the beginning of a new epoch in the history of the Library, in which it was to take its place on a par with the Departments of the University. This deserved recognition of one of the most essential parts of a well-ordered College had no more earnest promoter than President Woolsey. He was the second largest donor to the sum needed for the building, and subsequently presented his Greek books, one of the most valuable collections in the Library. It was his desire to extend the use of the Library among the undergraduates. A well-known remark of his, commending a student whom he saw coming from the Library with a single book in his hand, showed the young men his conception of a thorough and scholarly use of books.

The increasing size of the alumni gatherings, and the need of a hall large enough to accommodate a whole class at the written examinations, led to the erection of Alumni Hall in 1853. This was followed by the Gymnasium on Library Street in 1859, in which the changed standards of the time were shown in the ten-pin alleys placed in it for the use of the students. Graduates were then living who had been disciplined in their College days for playing at the then prohibited ten-pins. In 1866, the Art building, the gift of Mr. Street, was completed and presented to the College, and quite at the close of President Woolsey's term appeared Farnam and Durfee Halls, presented respectively by the gentlemen whose names they bore. These three buildings were much the largest gifts which the College had yet received from individual donors, and showed in a gratifying way increased interest in the College and confidence in its management. The two dormitories furnished much needed additional accommodation for the increasing number of students. The Art Building gave to the new Art School a fitting home

at the beginning of its career. The founding of this school in 1866, is especially interesting as the first serious recognition of the æsthetic element in a liberal education at Yale.

In the same year Mr. George Peabody of London founded the Museum of Natural History to be connected with the College, but with special provision for its administration and future growth. It provides valuable collections of specimens in Zoölogy, Geology and Mineralogy for use in connection with instruction in those branches. But it has a value beyond the pedagogic one, as it aims especially to encourage original research. Five years later the Winchester Observatory was founded. This also is affiliated with the College under the general oversight of the Corporation, but has a separate Board of Managers. It is unique at Yale, inasmuch as it is wholly disassociated from the pedagogic work of the College, being devoted



ALUMNI HALL

to original research mainly in Astronomy. The founding of the Art School, the Museum and the Observatory show impressively the widening field of Yale's activities during President Woolsey's administration.

The most important development in the educational work of the College was the establishment of the Sheffield Scientific School, and the Graduate School. While President Woolsey was Professor of Greek, he had been prominent in encouraging students to remain after graduation for advanced study, and the other members of the Faculty had heartily joined in the movement. Professor Silliman in particular had attracted special students to his laboratory, and his son had opened a private school for instruction in Analytical Chemistry and Mineralogy which was not confined to graduates. In 1847, this work had become sufficiently important to secure official recognition from the Corporation. Accordingly in that year a new "Department of Philosophy and the Arts" was established, and two new Professors were appointed to work

in it. Out of this, two sections were gradually differentiated. One of these was organized in 1854, as the "Yale Scientific School," and in 1860, its name was changed to the "Sheffield Scientific School," in honor of Mr. Joseph E. Sheffield, who purchased for it the Medical building at the head of College Street, and otherwise provided for it in a most liberal manner. This was for young men who preferred a scientific to a classical education, and was co-ordinate with the Academical Department. The other section was for graduate students, and offered the degree of Doctor of Philosophy. Its special development came in a subsequent presidential term.

While these new schools were in process of formation, the Professional Schools of Theology, Medicine and Law were undergoing important changes.



FARNAM HALL

For a number of years the affairs of the Divinity School were at a low ebb, owing mainly to lack of funds. The removal of its building to make room for Durfee Hall furnished the occasion for a vigorous appeal for funds, which was happily successful. A new and spacious building was erected for it at the corner of College and Elm Streets, and there, with new Professors of marked ability, it began a new period of its history just as President Woolsey's term was closing.

The Medical School and the Law School both suffered greatly during President Woolsey's term from frequent changes in their Faculties, due to death and resignation. The lack of adequate endowments was also severely felt. The Medical School however gained in its transfer from the building on Grove Street to a new one on York Street, where it has since remained.

The Law School was housed in an upper story of a building on Church Street, facing the Green. Like the Divinity School, it entered on a new period of prosperity at the close of President Woolsey's term.

No record of the period during which President Woolsey was at the head of the College would be complete without mention of the Civil War. The outward effect of this war upon the College was much less marked than that of the Revolutionary struggle. There was no need now of dispersing the students because food was scarce, nor were the College books packed up and sent to a place of safety. But the effect on the thought of the College was profound. The whole College, Faculty and students alike, were stirred with patriotic devotion as never before. In this no one shared more fully than President Woolsey. All the



DURFEE HALL

influences of New England ancestry, of intelligent devotion to the principles of civil liberty, of thorough acquaintance with the essential features of free government combined to make him intensely loyal to the Union. The influence of this was deeply felt by the students who met him in the class-room, or listened to his earnest prayers for the country in the Chapel at morning prayers and Sunday service. In the adjustment of matters growing out of the war he rendered important service to the country by his counsel in connection with the Alabama Arbitration and the Fisheries Dispute. Later, President Hayes offered him the Mission to England, but he declined it.

The last important matter claiming the attention of President Woolsey before his retirement was a change in the structure of the Corporation. Since 1792, six members of the upper house of the Legislature had belonged *ex officio* to that body. But for many years they had

shown no interest in the affairs of the College, rarely attending the meetings of the body to which they nominally belonged. President Woolsey and other influential friends of the College thought that it would be a decided gain if these six senior Senators could be replaced by graduates chosen by the alumni. It was hoped that the proposed new members would strengthen the administration of the College by bringing to it an intelligent and lively interest, and that the fact of their election by the alumni would stimulate the College loyalty of the latter. The Legislature readily agreed to the change which went into effect in 1871.

President Woolsey had long contemplated withdrawing from his laborious post on reaching a certain age. Accordingly in 1871 he resigned, although still in the possession of his great powers. He was afterward chosen a member of the Corporation, where he continued to serve the College until his death in 1889. In attainments he had few equals. In character he was one of the strongest, noblest, gentlest of men — a rare combination which none fully appreciated except those who knew him best.

CHAPTER XI

ADMINISTRATION OF PRESIDENT PORTER

ON the resignation of President Woolsey, Professor Porter was at once chosen in his place. He was already well known by his important treatise on the "Human Intellect," and by his long and successful service at Yale. For twenty-four years he and President Woolsey had been associated on the Yale Faculty, and had worked together in perfect harmony. As the two men had the same ideal for the College, and were in hearty agreement as to the means by which it should be attained, the election of President Porter was a pledge that the College would continue to advance along the lines of its historical development. For fifteen years he managed the affairs of the College with prudence and success, witnessing during that time a most gratifying expansion in many directions.

One important step was taken soon after the inauguration of the new President, in the reorganization of the Department of Philosophy and the Arts. As before stated, that department was organized in 1847, to include the newly-authorized courses of instruction outside of the Academical and the three professional departments. During the twenty-five years since then, the Scientific School had developed in the direction of a second undergraduate department, which could be properly classed with the Academical Department. Furthermore, there was a desire to recognize the fact of University growth. Accordingly the Corporation in 1872, made a new arrangement whereby the old Academical Department, the Sheffield Scientific School, the Graduate School and the Art School were grouped together in a new Department of Philosophy and the Arts, which with the three Professional Schools made the four historic Departments of a University. There was no change at this time in the corporate name of the institution, which remained Yale College.

Of the various changes made under President Porter, the one which affected the undergraduates most directly, and was by far the most important of all, was the greatly increased latitude allowed to the students in the selection of their studies. So great was this increase in liberty of choice that it may properly be called an introduction of the elective system, although some election had already been allowed for many years. This important change was

cautiously made, in a manner thoroughly characteristic of Yale conservatism, yet it appeared hazardous to some graduates who feared that Yale traditions might be unduly sacrificed.

The change which election of studies made in the distribution of students among the different members of the Faculty made necessary a change in the organization of the Academical Department. Hitherto all the Juniors and Seniors had recited to certain Professors, and these were made Division Officers of the nearly equal parts into which the classes were divided. This arrangement became inconvenient, so the two upper classes were placed in charge of a Dean, who looked after their marks, granted excuses, etc. The Dean appointed in 1884, was Henry P. Wright. He still dis-

of his difficult post, to promote the good and their friends to- ing the past fourteen A notable in- for various purposes period. At the be- Porter's term of office lege were, relatively ingly meagre. Dur- was a deficit of \$5000, crisis in the affairs of reached. Professor the College needed at fessor Dwight pub- the "New Englander" showing how the ne- the University would means were provided of the various Schools setting forth the versity." In these

called to the crisis, and much interest was awakened. At the Commencement of 1871, the alumni passed a resolution favoring an effort to raise \$500,000 to be called the Woolsey fund, to be placed at the disposal of the Corporation without restriction. A committee of ten was appointed, the alumni were canvassed, and the prospect of raising the desired amount seemed good, until the financial panic came. The sum actually obtained was \$168,000, which more than doubled the existing general fund. In the course of President Porter's term a like sum came in from other sources, also to be used at the discretion of the Corporation. In addition to these gifts for general purposes, a number of fellowships and scholarships were endowed, so that their number was increased from seven to seventeen. These were for the benefit of Academic students or graduates, and were to be held for one, two or three years according to the conditions of the foundation. All were intended to stimulate good scholarship in the College, or to furnish means for continuing advanced work after graduation.

Notable also were the new buildings which arose on the College square under President Porter. Foremost of these was the beautiful Battell Chapel, with its twin spires and modest



NOAH PORTER

charges the duties and has done much feeling of the students ward the College dur- years.

crease of endowments characterized this ginning of President the funds of the Col- to its needs, exceed- ing his first year there and it looked as if a the College had been Dana declared that once \$750,000. Pro- lished some articles in on "The New Era," cessary expansion of be checked unless for it. The Faculties published a pamphlet "Needs of the Uni- ways attention was

chime of bells for sounding the quarter-hours. Thither the College church moved on June 18, 1876, and the former Chapel at once became "the Old Chapel," and its interior was cut up into lecture-rooms. Next came the Sloane Physical Laboratory, presented by Mr. Henry T. Sloane ('66) and Mr. Thomas C. Sloane ('68). It is a commodious brick building, carefully planned by Professor Arthur W. Wright for the use of general students and special investigators in Physics. After this the Kent Chemical Laboratory was presented by Mr. Albert E. Kent of '53. It is a handsome stone building, furnishing much needed facilities for individual work of students in Chemistry. As the number of students was increasing, calling for increased accommodations on the College square, a new dormitory, Lawrance Hall, was built, partly with money furnished for the purpose by Mrs. F. C. Lawrance of New York in memory of her son T. G. Lawrance who died Class of '84. Another Monroe, mindful of the College, presented a carefully planned for use body, and in their several religious meetings. It is memory of the elder last three buildings were nearly completed during office, but were not ready had been followed by his

The endowments of the Winchester Observa- the last chapter. The and work in them complans of the donors during

The fifteen years tion witnessed greater cal Faculty than any ceded it. For the most sisted in permanent ad-

the growth of the College and the widening of its fields of instruction. But there were also a few resignations which perhaps indicated some weakening of the tie which for nearly a century had with scarcely an exception bound Yale's distinguished teachers to her for life. The appointments to Professorships were as follows: In 1871, J. W. Gibbs, Mathematical Physics, and Arthur W. Wright, Molecular Physics and Chemistry; in 1872, Franklin Carter, German, and William G. Sumner, Political and Social Science; in 1877, Franklin B. Dexter, American History, and Rev. W. M. Barbour, Divinity and College Pastorate; in 1879, Frederick D. Allen, Greek, and William I. Knapp, Modern Languages; in 1880, Thomas D. Seymour, Greek, and Tracy Peck, Latin; in 1881, Edward J. Phelps, Law (Kent Professorship in the Academical Department), and George T. Ladd, Mental and Moral Philosophy; in 1885, Frank A. Gooch, Chemistry. A marked departure from the former practice of the College was also observed in the appointment of nine Assistant Professors. Down to 1871, in the whole history of the College only four persons had borne that title. The new Assistant



OLD CHAPEL

while in College in the donor, Mr. Elbert B. religious needs of the handsome stone building, by the students in a classes, for voluntary recalled Dwight Hall in President Dwight. The presented and were President Porter's term of for occupancy until he successor.

the Peabody Museum and tory were mentioned in buildings were erected menced according to the President Porter's term. now under considera- changes in the Academi- equal period which pre- part these changes condi- tions which marked

Professors were appointed as follows: In 1871, Eugene L. Richards, Mathematics, and Henry P. Wright, Latin; in 1874, Henry A. Beers, English Literature; in 1879, Edward S. Dana, Natural Philosophy; in 1881, Andrew W. Phillips, Mathematics; in 1882, William Beebe,



BATTELL CHAPEL

Mathematics, and Frank B. Tarbell, Greek; in 1883, George Bendalari, Modern Languages; in 1885, Alfred L. Ripley, German.

The resignations from full Professorships were the following: Professor Coe resigned in 1879, to enter the active ministry of the gospel as Pastor of the Collegiate Reformed Church

in New York; Professor Allen in 1880, to take a Professorship at Harvard; Professor Carter in 1881, to become President of Williams College; and Professor Northrup in 1884, to take the Presidency of the University of Minnesota. From the beginning of the century until 1879, no person holding a full Academic Professorship had left the College to accept any position elsewhere.

Serious loss came to the College by deaths in the Faculty. In 1872, occurred the death of the brilliant and versatile Professor Hadley, best known in the student world by his Greek Grammar, which was much in advance of any similar work before it. Twelve years after, in



BATTELL CHAPEL, COLLEGE AND ELM STREETS

1884, his colleague, Professor Lewis R. Packard, also died in the prime of his life. In 1886, the beloved and now venerable Professor Thacher also passed away after a continuous service of forty-seven years in the College.

The Sheffield Scientific School prospered during these years. Its pecuniary resources were enlarged, and the number of its students greatly increased. Its principal development was in its undergraduate section which was coming forward rapidly as the counterpart in the field of science, of the Academic College in the field of letters. It lost Professor Gilman, who accepted the Presidency of the University of California in 1872, and General Francis A. Walker, his successor, who resigned in 1880 to take the Presidency of the Massachusetts Institute of Technology; also Professor William A. Norton, who died in 1883, after thirty-one years of service. A fuller account of changes in the Faculty is given elsewhere. In 1882, occurred the death of Mr. Sheffield, the great benefactor of the School, who continued his interest in it to the last, leaving it his valuable property on Hillhouse Avenue by will.

Increased attention was given to the Graduate School, and two important appointments were made to its Faculty, that of Arthur T. Hadley as Professor of Political Science, and William R. Harper as Professor of the Semitic Languages. These appointments were made just at the close of President Porter's term, and their effect in increasing attendance belongs to the next administration.

The Professional Schools joined in the general movement toward better work, especially for graduates, and enjoyed a share in the prosperity of the period. An account of their progress is given in separate chapters.

Turning from the official side of the University to its undergraduate life, we find a very marked increase in student organized activities. It is now that Yale's modern athletic history



BATTELL CHAPEL — INTERIOR

begins. In 1871 the Rowing Association of American Colleges was formed. In 1876 Yale left it and commenced a series of annual races with Harvard, which after 1877 were held on the Thames at New London. In 1872 foot-ball was introduced at Yale, and the next year a foot-ball association was organized of which Yale was the leading member. In the same year occurred the first field games of the Yale Athletic Association at Hamilton Park. In 1879, an Intercollegiate Base-ball Association was formed between Yale and other colleges. In 1881, the Yale Athletic Field was secured. This purchase, with money subscribed for the purpose by students and recent graduates, was a significant indication of the strong hold which athletic interests had within a few years secured in the University. Another most important sign of the times was the appearance of a daily newspaper. The "Daily News" appeared in 1878, and found a substantial support among the students of the various schools and departments. It is safe to say

that before President Porter's time, such a paper could not have existed, owing to a lack of common interest. The students of the different departments knew little about each other, and cared less. But in the Seventies they began to act together in various ways, and the University, which had long been an actual fact, began to be conscious of its own existence.

It is evident that President Porter's term was the beginning of a new epoch in the history of Yale, in which it took on a new character, and put forth new energies. This awakening to a new life came in the administration of a warm-hearted, large-minded man who to an unusual



LAWRANCE HALL

degree was appreciative of progress, and eager for the advancement of the College. It came as a beautiful and fitting close to forty-five years of devoted service. During all that time, and especially during the fifteen years of his Presidency, he exercised the legitimate authority of his position by the sentiment of regard for himself which he inspired, rather than by any exhibition of a masterful spirit. "Gentle, mild and gracious, never saying a harsh word, or doing an unkind deed," he won the well-nigh universal love of his students and associates. He resigned the Presidency at the Commencement of 1886, but continued to give instruction to graduates until near the close of his life, which came in 1892.

CHAPTER XII

ADMINISTRATION OF PRESIDENT DWIGHT

ON the resignation of President Porter, Professor Dwight of the Divinity School was at once chosen to take his place. The choice of a President from a Faculty other than the Academical was perhaps an indication that the center of gravity of the Yale system had shifted, owing to the increased relative importance of the other departments. It certainly tended to produce that result, for the most conspicuous feature of President Dwight's administration thus far has been the development of the University as distinguished from the College. For nearly seventy years the President had been one of the Faculty of the College, and to it he had given his almost undivided attention. The several schools as they were organized were regarded as appendages to the College, rather than as co-ordinate parts with it of a greater whole. This opinion was expressed by President Day at the inauguration of President Woolsey, when he said, "The College is the appropriate sphere of the President's activity, though as a member of the Board of Trustees he may have a nominal relation to the Professional Departments." This view, although not so strongly held in 1886 as in 1846, had yet considerable vitality, and against it the new President set his face from the first moment of his term. As far back as 1870, he had proposed that the name University be adopted. At the beginning of his term, in 1886, the Corporation voted to take this step, and in the following year the name was legally assumed by permission of the Legislature. This tardy adoption of the name, which might with entire propriety have been taken long before, was thoroughly characteristic of Yale conservatism and hesitation to advance its own claims. The change in name from College to University marked the accomplishment of the plans which the elder President Dwight had formed nearly a century before. It was a happy circumstance that the complete realization of his hopes came in the administration of his grandson, under whose wise guidance during the past ten years such a remarkable development has been witnessed.

The new order of things is manifested in a variety of ways. In earlier years the care and instruction of the Senior Class formed a large part of the President's duties. But President Dwight has been entirely relieved from such work, except as he may voluntarily lecture. This is from one point of view a source of regret, since some personal contact of students with the President is greatly to be desired. But it is inevitable, in view of the growth of the institution, and the enlarged conception of the President's relations to its different departments. So far from holding a merely nominal relation to most of them, he is now the acknowledged head of all, attending their Faculty meetings, and acquainting himself with their several needs. In meeting these, the aim is to apply whatever funds are at the unrestricted disposal of the Corporation in such a way as to strengthen the weaker departments promptly, rather than leave them to wait for specific donations. This tends to a realization of the essential equality of the departments in the University system. Partly as a result of this, departments which were once considered as of quite minor importance are now strong and thoroughly respected, and a sentiment of common interest pervades the whole institution. This is shown in the better acquaintance of the Faculties with each other, and the spirit of mutual helpfulness among the various bodies of students. Quite important in this connection has been the opening of courses in one department to students in another. Thus a highly valued course in Biology in the Shef-

field School has been opened to Academic students, and courses in the Art School have also been arranged for them and offered as electives. The possibilities of thus broadening the curriculum of a department with the greatest efficiency and least expense are evidently considerable and it is quite possible that a notable extension of the practice already commenced may be coming in the near future.

An important indication of the higher relations of the University to other colleges is seen in the number of institutions represented in the various schools. Thus in the Catalogue of 1896-97 the Colleges represented in the Graduate School is sixty-six; in the Divinity School, twenty-five; in the Law School, and in the Medical School,

A recent development of the University is that made in the commencement. The traditional ceremony on which the class of the old Yale displayed before the Commencement Opportunities given to the class in the form of "point of honor" according to success in remarks. Regarding the character, so as to give greater interest to the formal "ora-



CENTER CHURCH

sertations" were interspersed with the somewhat more sprightly "disputes" and "colloquies," in which two students stood facing each other in the side galleries of the Center Church, and alternately hurled at each other their opposing views on the subject in hand over the heads of the audience. While the College was small, all could be given an opportunity to speak, and of course the relatives and friends of the speakers turned out in force to hear and admire. Not only these, but the public generally was interested. Indeed, in the absence of circuses in those primitive times, Commencement was one of the great days of the year, and the rural population as well as the town-folk were attracted so that a good audience was assured.

number of resented in School is sixty-six; in the Law School, and in the Medical School,

change which marks the development of Yale into a University which has been annual Commencement the great occasion of the graduating class of the old Yale College was before the public. To speak were members of the of "appointments" which were graded in and awarded the student's curing high was also paid to exercises a varied and better attendance. Thus "disputations" and "dissertations"

When the classes became larger, it was impossible to give all a chance, so an appearance on the stage became a perquisite of the higher appointments. But the length of the exercises continued to be a prominent feature. There were two sessions in Center Church, morning and afternoon. At the close of the morning session, the bulk of the male portion of the audience, consisting of graduates, withdrew to partake of the annual dinner, after which they went back to the church to hear the rest of the speakers. In the mean time, the ladies, who occupied the galleries, ate their luncheons which they had brought with them so that they need not lose their seats by going home to dinner. It may not be out of place to add that the great day always ended in time for supper. In 1868 the speaking was confined to the forenoon, and the number of speakers was cut down about one-half. But in spite of this concession to modern degeneracy the public interest in Commencement visibly waned, until in 1891, an effort was made to revive it by improving the quality of the speaking. For this purpose, the speakers selected were the De Forest and Townsend prize men. By this change, the exercises in the church lost completely their significance as a recognition of, and reward for, good scholarship; for the best writers and speakers, who were now brought forward, might stand quite low on the Faculty books.

Meantime the Sheffield School had its separate Commencement, at which the Seniors presented theses more or less technical and dry on scientific subjects in their various lines of work. But it became more and more evident that the propriety and interest of all these graduating exercises belonged to an earlier period, and that something more in keeping with modern conditions must be devised. Accordingly in 1895, an entirely new character was given to Commencement, by which it ceased to be an exhibition of undergraduates, and became strictly a University occasion for the conferring of degrees. At this Commencement, the graduates formed in line on the College square, marched out in procession on the Green, then back to the College square, and into the Battell Chapel. There choice music was rendered, composed for the occasion by Professor Parker, and a noble ode by Edmund Clarence Steadman of the Class of '53 was sung. President Dwight then delivered a short address, after which came the conferring of degrees. The body of the Chapel was nearly filled with the graduating classes of the different schools, it having been made a requirement that all who received degrees must be present, unless excused. Representatives of the undergraduate classes mounted the platform and received the diplomas for their classes. The recipients of the graduate degrees then came forward and individually received their diplomas. Among the Doctors of Philosophy were a number of young women, whose presence was greeted with enthusiasm by the young men. When all the degrees "in course" had been conferred, the time came for the honorary degrees. Each recipient of an honorary degree in his turn stood forth on the platform, while Professor Fisher of the Divinity School introduced him to the President and Corporation in a few well-chosen words, setting forth the grounds upon which he had been selected to receive the honor. The popularity of the recipient was indicated by the applause called forth at the mention of his name.

The whole occasion was an impressive one, and in every way worthy of the University. The attendance of graduates was large, and the general verdict was that the new Commencement was a great improvement on the old one. One item of interest, and doubtless of regret to many, was the abandonment of the Center Church on the Green. For the first time in more than one hundred and fifty years the procession had passed by the church without entering it. But a larger audience room was needed, and this was furnished by the College Chapel, which is now the largest church in the city. But even this proved to be much too small

for the occasion, so that the President's repeated calls in his annual reports for a larger building for University occasions and alumni gatherings was strongly reinforced.

During these ten years the courses of study in the different parts of the University have been given notable extension. In the College, the courses open to Juniors and Seniors have been increased from ninety-two in 1886, to one hundred and sixty-seven in 1896. An important change has also been made in the studies of Sophomore year, which are no longer wholly required as formerly. Of the six studies pertaining to that year, namely, Latin, Greek, Mathematics, French, or German, English and Physics, students are now called upon to choose five. In the Sheffield School, the groups of studies offered to Juniors and Seniors have been increased from eight to ten. In the Divinity School, some electives have been added to the regular



THE GREEN

course, which for obvious reasons remains essentially a required one. In the Law School, the course of study has been lengthened from two to three years, and in the Medical School from three to four years. In the Graduate School, a notable forward step was taken in 1891, when the courses leading to the degree of Doctor of Philosophy were opened to women. By this move Yale, first among New England Universities, offered the full advantages of advanced instruction to graduates of women's colleges who might wish a more extended training than their own colleges afforded.

In the Department of Philosophy and the Arts, a new school has been organized, namely, the School of Music. This step is as noteworthy as was the organization of the Art School in President Woolsey's time. It marks with increased emphasis the wider appreciation of culture at the University when beauty of form and color and sound are all considered worthy of study for their own sake, and are given places of equal honor by the side of the more severely dis-

ciplinary and utilitarian studies. A still greater inroad upon the ancient Puritan regime, one which would doubtless have startled the stern founders of the College, was the honorable recognition of the actor and his calling in the invitation given to Mr. Joseph Jefferson to lecture on his art in the Art Course of 1892.

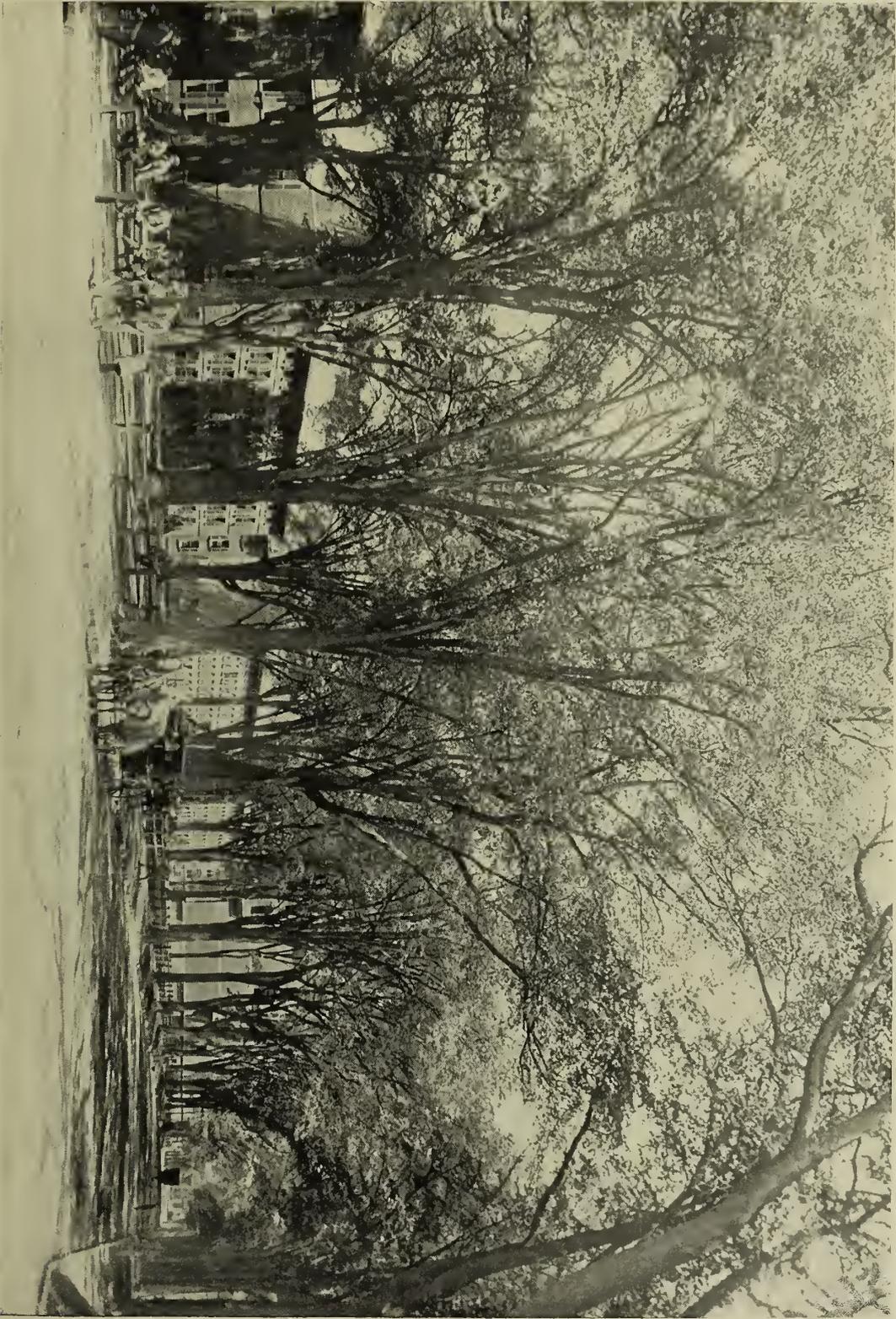
The thawing of the ancient reserve of Yale in its communications to the public is worthy of notice. President Dwight at once commenced the practice of publishing an annual report, copies of which are widely distributed, wherein the condition of the University during the year is frankly made public. Especially in the matter of pecuniary needs he has not hesitated to make known Yale's poverty, relatively to the demands made upon her. The reports make calls for large sums of money, which have been at times absolutely essential to the prosperity of some vital part of the institution. It is interesting to note the frequency with which an urgent call of this character, or even a remark that a certain building or endowment was needed, has been followed in a subsequent report by the announcement that the need has been supplied. This would seem to be a vindication of the President's wisdom in taking the public into his confidence. Perhaps in the same line of a desire to communicate more freely with the public may be mentioned the fact that the Triennial Catalogue was in 1892 for the first time published in a language that all could understand.

The latest expression of Yale's desire to extend her usefulness, especially to the people of the State with which she is so intimately connected, is the establishment of lecture courses for teachers of public and private schools in Connecticut. In the academic year 1896-97, courses of twenty-four lectures each were given in Psychology and Pedagogy, Political and Social Science, History, English, Greek and Biology. They were well attended, and their success was such as to warrant their continuance.

While opportunities for study have been multiplied, increased recognition and encouragement of scholarly attainments have been quite marked. No less than thirty-eight foundations in all departments have been added, the incomes from which are awarded to Fellows and Scholars annually. Some of them are intended to help needy and deserving students, whom it has always been the desire of Yale to attract and keep, when they have in them the making of useful men. Others are given as rewards of high attainments, regardless of pecuniary needs. Most encouraging is the appearance of a new group of endowments, with much larger incomes than the old-time scholarships, the object of which is to enable the holder to pursue his studies in foreign lands, or with a liberal margin for travel and purchase of books. The enlightened policy of these liberal provisions is doubtless destined to bear important fruit in the future.

The recent, though still very moderate, endowment of the Library is a matter of general congratulation. To no part of the University equipment has the President called more urgent attention, so obvious has been its inadequacy, so great its need of a permanent and independent income. Yet until within a few years the endowment of this vital part of a great institution of learning has been less than one hundred thousand dollars. This amount was trebled in 1896 by the receipt of a legacy from the estate of Mr. Thomas C. Sloane, so that the Library now has a fund, the income of which will enable it to approach more nearly than heretofore the standard of efficiency which is so greatly needed.

To the general public, probably no feature of President Dwight's term is more striking than the changes which have taken place in the appearance of the College square. When he was inaugurated the Old Brick Row was intact, and the greater part of the College square had remained unchanged for twenty years. During that time, the north end and the northeast



OLD BRICK ROW, WITH "THE FENCE"

corner had been enclosed by the erection of Durfee, Battell Chapel and Farnam; also Dwight and Lawrance were completed shortly after his inauguration. But the south end between South College and the Art Building was open, and passers-by on Chapel Street could see the whole interior of the square, with the old Chemical Laboratory, the Cabinet Building and the Treasury between the brick row and the incomplete line of buildings on High Street. On the east there was nothing to obstruct the view of the beautiful Green from the windows of South, South Middle and North Middle; and, dear to the student's heart, the Fence was still standing in all its glory at the corner of Chapel and College. But changes soon began which have continued with hardly an interruption to the present time, by which several



KENT CHEMICAL LABORATORY

of the old familiar buildings have disappeared, and a remarkable number of stately edifices have been added, making Yale's equipment in this respect unsurpassed by that of any institution in the land.

In his first annual report, President Dwight was able to announce Mrs. Osborn's gift of a large sum of money for the erection of a building for lecture and recitation purposes, and Mr. Chittenden's gift, nearly as large, for a new Library. Both buildings were commenced in 1888; the former was finished and ready for use in the fall of 1889, the latter in the summer of 1890. Osborn Hall was placed in front of South College, the choice of that location being made by the donor, and carrying with it the removal of the fence. The Library was placed on High Street between the Art Building and the old Library, nearly completing the row on that side of the College square. The same report announced the beginning of the Kent Chemical Laboratory, for which the money had been presented before. This building stands off of the

College square on the corner of High and Library Streets, and was completed in 1888. The old Chemical Laboratory, now completely superseded, was removed in the same year, and in 1890 the old Cabinet Building, which was no longer needed as a reading-room after the new Library was completed, was also removed.

In 1889, the Sheffield School came into possession of the Sheffield mansion, and it was at once converted into a Biological Laboratory. In the same year the President could announce that most of the sum needed for a new Gymnasium had been subscribed, and that the building had been commenced. It was completed in 1892. It is a noble building, standing on Elm Street less than a block from the northwest corner of the College square, and is especially valued as a gift to the University from a large number of its graduates. The completion of the new Gymnasium set free the old one on Library Street, and its interior was at once remodelled to serve as a dining-hall. Here the College undertook once more to furnish physical nourishment to its students, not as a required exercise as in the older days, but as an up-to-date elective. The aim has been to provide good healthful food at a moderate price, and in this the enterprise has been from the patronage it for places at the tables of the seating capacity is somewhat over four

The care for the velopment of the stution of the Gymnasium the provision made for In 1891, a number of Haven and New York the matter of building the necessary funds. A



YALE INFIRMARY

Prospect Street, in a high and healthful part of the city, and in 1892 an attractive and home-like building was erected there for the use of students in time of sickness. The beneficence of this provision so thoughtfully made has been apparent from the beginning. Among such a large body of young men away from their homes, and liable to be careless of their health, there is almost constant use for a place like the "Yale House," where they can find the quiet and attention which could be secured with difficulty, if at all, in their hired rooms.

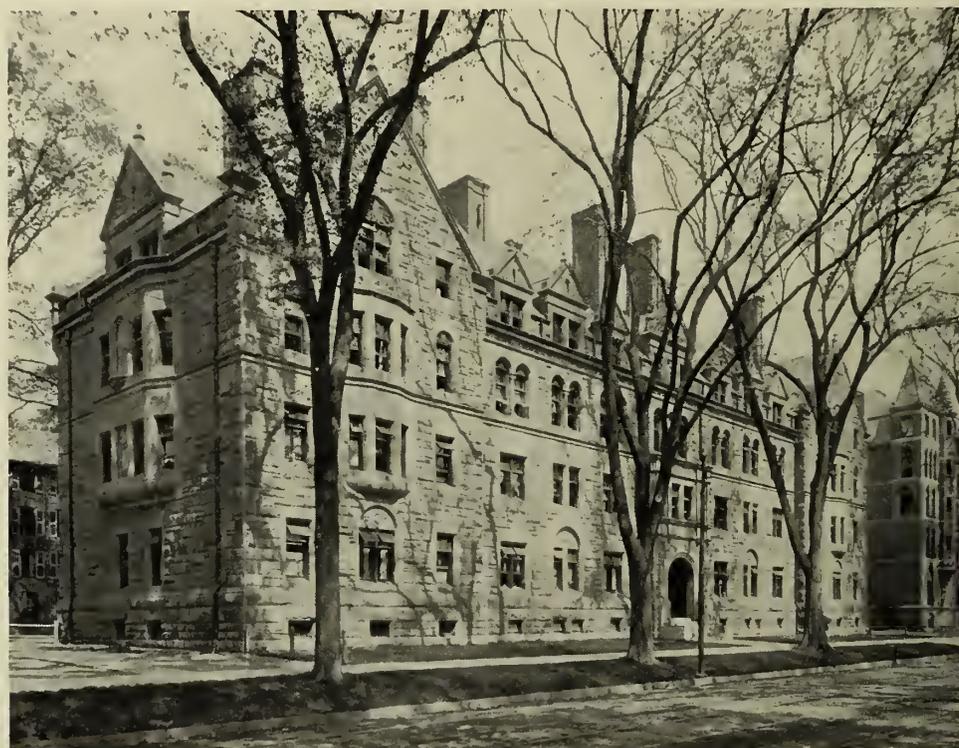
In 1890, Mr. Pierce N. Welch of the Class of 1862 generously offered to erect a new dormitory on the College Street side of the square, between Osborn and Lawrance. The work on this building was commenced the following year, and was completed in 1892. During the summer of the same year, a building on Elm Street opposite Durfee Hall owned by the College was fitted up as a Psychological Laboratory, and has since then furnished a valuable opportunity for the investigation of mental phenomena. By the close of the year the new Winchester Hall was ready for the use of the Engineering Department of the Scientific School. Thus the year 1892, witnessed the completion of four new buildings, and the adaptation of two old ones to new uses. Two of the new ones, the Gymnasium and the Yale House, were for the use of students in any department of the University.

In 1893, Mr. and Mrs. Cornelius Vanderbilt announced their desire to build a dormitory on the College square as a memorial of their son, William Henry Vanderbilt, who had been

a success, if we may judge has received, applications being always in excess of the building, which hundred.

health and physical de- dents shown in the erec- found its counterpart in them in time of sickness. ladies residing in New interested themselves in an Infirmary, and raised lot was purchased on

a member of the Class of 1893 and had died in his Junior year. The vacant space on Chapel Street east of the Art Building was enlarged by the removal of South College and the Atheneum, and here during the years 1893 and '94 a large and beautiful stone building was erected. Another generous gift was made at the same time by Dr. Andrew J. White of New York, who signified his wish to build a dormitory. For this a location was assigned on the northeast corner of Elm and High Streets, and the building was in process of erection simultaneously with Vanderbilt Hall. A third dormitory was built at the same time by the College with the design of furnishing rooms at a moderate rent. It is named Berkeley Hall, in honor of Yale's early benefactor, and appears as an extension of White Hall. These



WELCH HALL

three buildings were ready for occupancy in the fall of 1894. This large increase in the number of rooms for students made it possible to dispense with another of the old brick buildings, so North Middle was taken down in the course of the summer.

During the summer vacation of 1893, the Battell Chapel was enlarged by an addition on the south side to accommodate the steadily increasing numbers. At the same time the Medical Building on York Street was renovated, and its interior rearranged for more effective use. During this year also a new Chemical Laboratory, greatly needed by the Medical School, was put up in the rear of the old building.

The need of a new building for the Law School attracted attention early in President Dwight's term. In 1891, a commanding site was purchased for it on Elm Street facing the Green, and in the course of a few years money was secured for the building. The erection of the latter was commenced in 1894, and it was completed as far as the present plan called

for in 1895. The portion finished however is only the rear part of the whole structure which is contemplated. At the same time the pressing need of the Sheffield School for more room was met by the erection of a new Chemical Laboratory, which was also ready for use in 1895. This made the old Sheffield Hall available for other purposes, and it accordingly underwent important changes, one of which was the fitting up of a fireproof room for the Eaton Herbarium. In 1895, the church on College Street near Chapel was purchased. It furnishes a greatly needed audience room for public addresses and concerts. In 1896, a new dormitory was built on York Street and named Pierson Hall in honor of the first Rector of Yale. The



VANDERBILT HALL

same year witnessed the completion of Phelps Hall, the beautiful tower between Lawrance and Welch Halls.

From this enumeration it will be seen that since President Dwight assumed his office, fifteen new buildings have been erected, six of which are stone and nine brick. One building has come to the University by bequest, one by purchase, one has been enlarged and three have undergone considerable interior alteration. As incidental to the additions on the College square, six of the old brick buildings have been removed. No such epoch of building has ever before been known at Yale. The number of buildings which have been added to the University equipment during these ten years is just equal to the whole number of public buildings in its possession from the foundation of the College to the close of the Civil War in 1865. Especially to be noticed is the near approach to completion of the new quadrangle. For this, President Dwight has earnestly hoped and labored.

The gain in material wealth during the ten years has been over four million dollars. But a good deal of this is in buildings, the care of which involves considerable expense, and another large portion has been given for specific purposes. The productive property of the University, the income of which can be used at the discretion of the Corporation, is still far short of what it urgently needs. The experience of other institutions of learning has been repeated here, in the circumstance that the large sum mentioned above has come mainly from a few wealthy friends. Before 1886, but one conspicuous benefactor had appeared, namely, Mr. Sheffield, the largest individual donor in the history of the College. Since 1888, four donors each have made the University the recipient of their bounty, namely, Professor Loomis, Mr. Thomas C. Sloane, Mr. Daniel B. Fayerweather and Mr. Cornelius Vanderbilt. But many smaller gifts shown to the University, the value of which cannot be computed, the large numerous gifts accumulated by the Treasurer's office has been especially manifested in connection with the Gymnasium, the Infirmary, and the Alumni Fund.

The growing University brings into increasing prominence the office of Treasurer. This office, so vital to the prosperity of the institution, has always been administered with conspicuous fidelity and wisdom. It would probably be difficult to find another instance in the history of this country where trust funds have been managed for such a length of time with so little loss, and on the whole with such fair returns. At the beginning of President Dwight's term, the office was left vacant by the death of Mr. Kingsley, and President Dwight assumed temporary charge of it. In 1888, the Corporation elected as Treasurer Mr. William W. Farnam, who worthily maintains the high standard of an office which has been held by Roger Sherman, James Hillhouse and Henry C. Kingsley.

While the large number of new buildings is likely to attract attention first, the increase of men, both students and teachers, is of course a better measure of the true growth of the University, and this has been most striking during the past ten years. In 1886-87, the whole number of students in the Academical Department was 570; in the Sheffield Scientific School, it was



VANDERBILT ARCHWAY

279; in the Divinity School, 108; in the Medical School, 27; in the Law School, 79; in the Graduate School, 56; and the number of instructors was 114. In 1896-97, the students in the Academical Department numbered 1237, making it larger than the whole University, Faculty included, ten years before; in the Sheffield Scientific School, they numbered 553; in the Divinity School, 104; in the Medical School, 138; in the Law School, 213; in the Graduate School, 227; and the Faculty list had grown to 238. From these figures it will be seen that the Academical Department has more than doubled in the last ten years; the Sheffield School is almost exactly twice as large; the Divinity School has substantially held its own; the Medical School has multiplied fivefold, the Law School nearly threefold, the Graduate School fourfold; and the body of instructors has a little more than doubled. At the Commencement of



BERKELEY AND WHITE HALLS

1897, degrees were conferred in course upon 660 persons, which is a little more than the whole number (646) who graduated from the College during the first fifty years of its existence. A few figures will show the growth during one hundred years. When the first full Catalogue was printed in 1796, the whole number of students was 117. At the close of President Dwight's term in 1817 it was 329; at the close of President Day's in 1846 it was 558; at the close of President Woolsey's in 1871 it was 755; at the close of President Porter's in 1886 it was 1076; in 1896 it was 2495.

The accessions of Professors and Assistant Professors in the Academical Department have been as follows: In 1888, George B. Adams, History, Horatio M. Reynolds and Thomas D. Goodell, Greek; in 1889, William R. Harper (already University Professor of Semitic Languages), Biblical Literature, Albert S. Cook, English; in 1890, Edward T. McLaughlin, English, Edward B. Clapp, Greek, Charles H. Smith, American History; in 1891, George M.

Duncan, Mental and Moral Philosophy, Arthur T. Hadley, Political Economy, Edward P. Morris, Latin, Arthur H. Palmer, German; in 1892, Jules Luquiens, French, Gustav F. Gruener, German, Frank K. Sanders, Biblical Literature (in place of Professor Harper, resigned), Henry S. Williams, Geology; in 1893, Bernadotte Perrin, Greek, John C. Schwab, Political Economy, Henry R. Lang, Romance Languages, E. Hershey Sneath, Mental and Moral Philosophy,



PHELPS HALL

Irving Fisher, Mathematics, transferred in 1895 to Political Science; in 1895, Edward G. Bourne, History; in 1896, William L. Phelps, English, Hanns Oertel, Comparative Philology, James P. Pierpont, Mathematics; in 1897, Oliver H. Richardson, History, James W. D. Ingersoll, Latin; in 1898, Charlton M. Lewis, English, Charles S. Baldwin, Rhetoric, Philip E. Browning, Chemistry. In addition to the Professors and Assistant Professors here named, an increased number of Tutors, Instructors and Assistants have by their zeal and efficient services contributed largely to the usefulness and success of the College.



VIEW FROM PHELPS HALL

The Academical Department has lost by resignation, Professors William M. Barbour who left the College pastorate in 1887, and became Principal of the Congregational College in Montreal; William R. Harper, who resigned in 1891 to become President of Chicago University; and William J. Knapp, who left in 1892 and went to Chicago University. Also Assistant Professors Frank B. Tarbell, who went to Harvard at the expiration of his term of service in 1887; Alfred L. Ripley, who resigned in 1888; and Edward B. Clapp, who accepted the Professorship of Greek at the University of California in 1893.

The obituary record of these ten years includes a remarkable number of Yale's best known teachers and administrators, who achieved distinction by long service or eminent attainments. The following is the record of deaths.

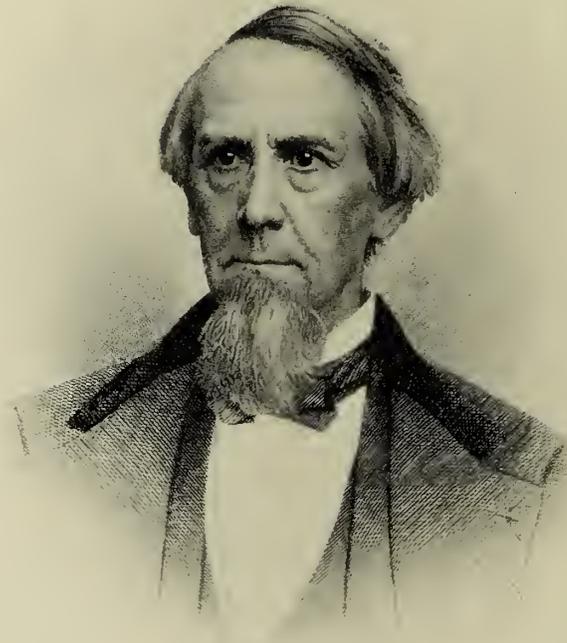
December 19, 1886, Henry C. Kingsley, for twenty-four years the efficient Treasurer of the College, watching over its interests with conspicuous fidelity and good judgment.

October 13, 1887, Nathaniel J. Burton, D.D., a worthy representative of the clerical portion of the Corporation, those conscientious, painstaking, broad-minded managers under whose watchful care the College of the last century has expanded quietly and naturally into the University of to-day.

March 23, 1888, Morrison R. Waite, Chief-Justice of the United States, at the time of his death a member of the Corporation.

July 5, 1889, Theodore D. Woolsey, who at the close of his Presidency of twenty-five years had to an unusual degree left the ministrative ability upon the College, and of his strong upright character upon his pupils.

August 5, 1889, Elias Loomis, for twenty-nine years a



ELIAS LOOMIS

Professor in the College, known throughout the United States for his extensive series of mathematical text-books, and as the highest authority on meteorology, who closed a long life of devotion to scientific pursuits by leaving his ample fortune for the endowment of the Winchester Observatory.

January 20, 1890, Chester S. Lyman, who was for thirty years Professor of Astronomy and Physics in the Sheffield Scientific School, an earnest and efficient teacher, highly respected and trusted by his pupils and colleagues, whom he was ever ready to aid and encourage.

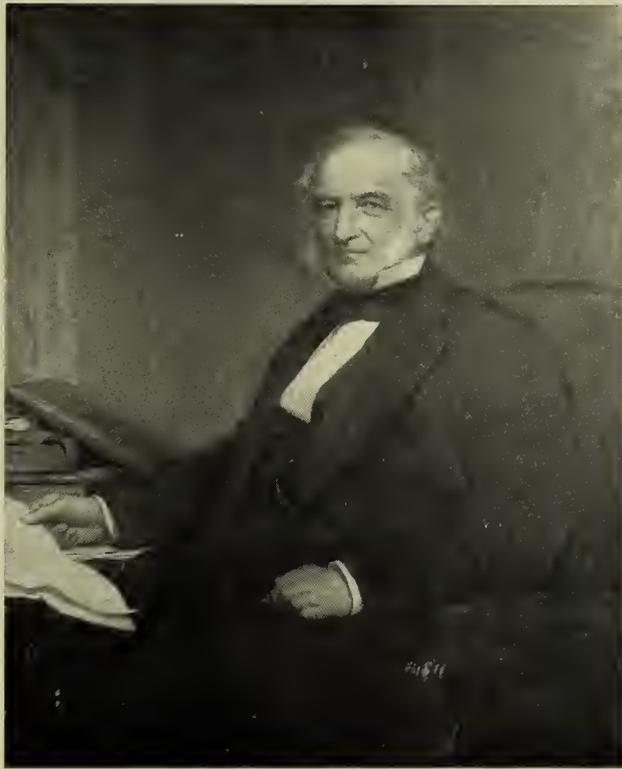
June 17, 1890, Mr. Thomas C. Sloane, member of the Corporation, one of the most devoted friends and largest benefactors of the College.

March 4, 1892, Noah Porter, who during his long period of service in the College, thirty years as Professor and fifteen as President, had won to an unusual degree the affectionate regard of his pupils.

June 17, 1894, William Dwight Whitney, University Professor of Sanskrit and Comparative Philology, one

of the great scholars of the age, who during forty years of service at Yale was an inspiring teacher and helpful friend to all who were so fortunate as to count themselves his pupils. June 17, 1894, William Walter Phelps, one of the first six representatives of the graduates on the Corporation, who by successive re-elections remained in the Corporation for twenty years, one of its most valued members, a typical Yale man, full of love for and faith in Yale, declining a re-election at last only because his appointment as United States Minister to Germany made it impossible for him longer to discharge his duties on the Corporation, and whose memory is worthily perpetuated in one of the stateliest of Yale's new buildings. April

13, 1895, James Dwight Dana, one of the foremost scholars of the world in his chosen field of geology and mineralogy, for forty years, but with many interruptions on account of ill health, most eagerly listened to by Yale classes who had the good fortune to receive his lightful lectures. August C. Eaton, for thirty years Professor of Botany, and well known for his studies in botany, herbarium, the collection which has been fortunate by its presentation to the Sheffield Scientific School. August Newton, honored in Europe and America for his original researches into mineral researches into the origin and orbits of meteors, and best known at Yale during his forty years of service as Professor of Mathematics for his kindly interest in his pupils, many of whom have reason to remember his ever-ready helpfulness. December 12, 1896, Leonard J. Sanford, M.D., for twenty-five years Professor of Anatomy and Physiology



HENRY FARNUM

in the Medical School, one of the most eminent of New Haven's physicians, and greatly beloved for his gentle and generous traits of character. This list of honored men should include two who died in the prime of life, yet not before they gave promise of careers of more than ordinary usefulness: April 20, 1891, James K. Thacher, M.D., the gifted son of Professor Thacher, for eleven years Professor in the Medical School, who occupied a leading place in the profession; July 25, 1893, Edward T. McLaughlin, who had just won his appointment as Professor of Rhetoric after several years of work most honorable to himself and inspiring to his pupils.

In these pages the development of Yale from a small Collegiate School to a great University has been briefly traced. Attention has been given mainly to the official side of the College, with which the successive Presidents have had most to do. For the sake of preserving the continuity of the account, little has been said of the inner life of the College, religious, literary, athletic, and

eralogy, for forty years of service at Yale was an inspiring teacher and helpful friend to all who were so fortunate as to count themselves his pupils. June 17, 1894, William Walter Phelps, one of the first six representatives of the graduates on the Corporation, who by successive re-elections remained in the Corporation for twenty years, one of its most valued members, a typical Yale man, full of love for and faith in Yale, declining a re-election at last only because his appointment as United States Minister to Germany made it impossible for him longer to discharge his duties on the Corporation, and whose memory is worthily perpetuated in one of the stateliest of Yale's new buildings. April 13, 1895, James Dwight Dana, one of the foremost scholars of the world in his chosen field of geology and mineralogy, for forty years, but with many interruptions on account of ill health, most eagerly listened to by Yale classes who had the good fortune to receive his lightful lectures. August C. Eaton, for thirty years Professor of Botany, and well known for his studies in botany, herbarium, the collection which has been fortunate by its presentation to the Sheffield Scientific School. August Newton, honored in Europe and America for his original researches into mineral researches into the origin and orbits of meteors, and best known at Yale during his forty years of service as Professor of Mathematics for his kindly interest in his pupils, many of whom have reason to remember his ever-ready helpfulness. December 12, 1896, Leonard J. Sanford, M.D., for twenty-five years Professor of Anatomy and Physiology

social. These features will claim separate attention. Chapters will also be given to the different departments, so that the continuous development of each may be seen.

The record has been mainly one of change, as a record of organic growth must always be; at first slow and faltering, then more rapid, culminating in the remarkable development of the last ten years. But there are some things in which, fortunately, Yale has not changed. The old loyalty to the College remains. The manliness of the students has not succumbed to the supposed enervating influences of brown-stone dormitories and comfortable rooms. The democratic spirit survives, with its just award of honors to merit rather than wealth. President Dwight has called attention to this, and congratulated the friends of Yale on the fact "that as the student community rapidly grows in its numbers, and changes of various kinds necessarily occur in its daily life and working, the Yale spirit abides always the same, breathing itself into the mind and heart of every worthy student who enters the gates of the University, and inspiring for their career ever afterwards all who go forth with its gifts into the activities of the world. This spirit is the inheritance which is received from the earliest days of the history of the institution, and which is passed on, as the best of our possessions, from one generation of manly students to another. It is this spirit which, more than all things else, makes the University what it is."



SLOANE PHYSICAL LABORATORY

BOOK II

THE DEPARTMENTS OF THE UNIVERSITY

CHAPTER I

THE ACADEMICAL DEPARTMENT

THE Academical Department is the old College under a somewhat awkward name which is applied to it when there is occasion to distinguish it from other portions of the University. There was no need of any such designation until the Medical School was organized in 1813, and it did not actually come into use until later. Books I and III of this narrative pertain largely to the College, so that little remains to be said of it as an "Academical Department." But it was found that the course of study could best be treated as a whole, instead of under successive administrations, so that has been reserved for consideration in this chapter.

The catalogue of 1822 was the first one containing a statement of the course of study, and that date corresponds nearly enough with the time when the College began to appear as an Academical Department. We may therefore start with the course of 1822, It was briefly as follows:

Freshmen—Murray's English Grammar, Morse's Geography, Arithmetic, Algebra, Livy and Græca Majora.

Sophomores—Geography, Euclid, Day's Mathematics (which included Plane Trigonometry), Conic Sections, Spherical Geometry, Cicero, Horace, Homer and Rhetoric.

Juniors—Spherical Trigonometry, Astronomy, Cicero, Tacitus, Græca Majora, Enfield's Philosophy, Tytler's History, and an option of Fluxions, Greek or Latin in the third term.

Seniors—Rhetoric, Logic, Locke's Essay, Stewart's Philosophy of the Mind, and Paley's works on Natural Theology, Moral Philosophy and Evidences of Christianity.

Lectures were given to Juniors on Natural Philosophy, to Seniors on Chemistry, Mineralogy, Geology and Natural Philosophy, and to different classes on Languages, Rhetoric and Oratory. Sophomores and Juniors had frequent exercises in English Composition, and Juniors and Seniors in Forensic Disputations once or twice a week, with exercises in declamation, sometimes before the Faculty and students in the chapel.

The three studies which are now universally relegated to schools of the lower grades, namely, English Grammar, Geography and Arithmetic, did not remain long after they were first mentioned in the catalogue. The first two disappeared in 1826, and the third in 1830. In 1825, Euclid was put down into Freshman year, and Spherical Trigonometry into Sophomore year. Changes were also made from time to time in the classical authors read; Sophocles, Euripides, Demosthenes, Juvenal and others being introduced.

Four additions to the course during these years are worthy of special notice. They were, a Modern Language (French) in 1825, Political Economy in the same year, Kent's Commentaries on American Law in 1833, and Modern History mentioned for the first time in 1847, though some attention may have been given to it before in the study of Tytler's General History. These dates are important in the history of education at Yale. The eighteenth century course, so largely theological, as noted in a former chapter, had given way to one mainly classical and mathematical. That in its turn was now gradually broadened by the introduction of studies which opened the way to acquaintance with modern thought and life.



OSBORN HALL — RECITATION AND LECTURE HALL

During these and the few succeeding years, there was a moderate increase in the number of lecture courses, but the main dependence was on books, from which lessons were learned to be recited in what was often rather a mechanical way. An almost whimsical indication of this is the announcement made in the catalogues from 1847 to 1862, that the Juniors would take "Olmsted's Astronomy, to the planets," during the third term. That is, for sixteen years the Juniors recited just up to a certain chapter, then put a mark in the book to begin again at that point the next term. The lectures, which were practically confined to Junior and Senior years, were regarded by the students rather in the light of treats, to be enjoyed but not to be taken very seriously. The student who voluntarily followed them up with a collateral course of reading was an exception. In Natural Philosophy, the experimental lectures were what would now be called a "show course," intended mainly to illustrate the text-book lessons from week to week. Options were exceedingly scarce. Until 1854, they were confined to the third

term of Junior year. After that they ran through the year, with Calculus, Latin or Greek in the first two terms, and French or German in the third term, and this continued until the real introduction of the elective system. This came in 1876 and 1884.

In 1876, the studies placed in the four afternoon hours per week of Junior and Senior years were made elective. Twelve courses were offered, in five groups, namely, Philosophy, History and Political Science, Mathematics and Astronomy, Molecular and Terrestrial Physics and Natural Science and Geology. This moderate allowance of electives was tentative, and introductory to the next expansion, which was much more important.



NEW GATE

In 1884, out of fifteen hours per week, eight were made elective in Junior year, and twelve in Senior year. That is, all the studies of Junior year were made elective except Physics, Astronomy, Logic, Geology and Psychology, and all those of Senior year except Psychology, Ethics, Natural Theology and Evidences of Christianity. Sixty-one courses were offered in seven groups as follows: Mental and Moral Science four, Political Science five, History seven, Modern Languages twelve, Classics and Linguistics sixteen, Natural and Physical Science nine, Mathematics eight.

The seven required hours of Junior year were reduced in 1888 to six, in 1892 to five, and in 1893 to three. These changes left only Logic, Psychology and Ethics as required studies, and such they still remain. The three required hours in Senior year were in 1890 reduced to two, which must be chosen in one course out of four specified courses of those offered in Psychology, Ethics and Philosophy, and this requirement remains.

The seven groups of elective courses have been increased to twelve, by the addition of Music in 1890, Fine Arts in 1891, Biblical Literature in 1892, Physical Education in 1893, and Military Science in 1895.



COLLEGE STREET, SHOWING WELCH HALL

In 1893, a modified form of election was introduced into Sophomore year. The studies of that year were arranged in six groups, namely, Latin, Greek, Mathematics, French or German, English and Physics, and the students were called upon to choose five. This introduction of a moderate liberty of choice between the absolute requirements of Freshman year and the free election of Junior and Senior years is believed to be a judicious one, and not inconsistent with the opinion strongly held at Yale that the retention of a substantially required course in Freshman and Sophomore years meets the needs of mental discipline and thorough training better than a free range of electives through four years.

Of the fruits of the elective system, one cannot yet speak with assurance, for most of the men who have graduated since 1884 have their records yet to make. One can say however with certainty that a gain has been made in the prominence given to inspiration on the part

of the teacher, and zest in his work on the part of the student. Even if this were not the case, the elective system would be justified by its necessity, for the required system was bound to break down from the impossibility of crowding into it the many subjects which must have a place in a modern college course. But with the gain there has been some loss. A large part of the discipline of life consists in doing what one does not want to do, and in not doing what one does want to do. The elective system does not help to impress this important fact upon the youthful mind, but on the contrary does something to obscure it by making it easy to follow what is liked and avoid what is disliked.



COLLEGE STREET, SOUTH FROM ELM

Concerning the old course, and the old methods, which bore such unmistakably good fruit, their evident aim was to make students work, and to strengthen their mental powers by persistent application, and the overcoming of difficulties by their own efforts. Dr. Sturtevant, whose name appears in the Catalogue of 1822, writes thus in his autobiography concerning the course of instruction in his day, and what he says applies as well to any time during the next fifty years. "It did exert a great and salutary influence over the student. It accomplished admirably certain ends in the development of mind, and those ends cannot be ignored in our present improved methods without irreparable injury. Its power lay in its fixed and rigidly prescribed curriculum, and in its thorough drill." The latter, during at least half the course, was almost wholly in the hands of Tutors. Concerning them Dr. Sturtevant writes, "They were generally excellent drill-masters. They could hardly be said to teach at all, their duties being to subject every pupil three times a day to so searching a scrutiny before the whole division as to make it apparent to himself and all his fellows either that he did or did not understand

his lesson. In the course of the recitation the Tutor would furnish needed explanations and put those who were trying to improve in a way to do better next time. It was considered no part of his duties to assist his pupils in preparing for recitation. In that task the pupil was expected to be entirely self-reliant." Freshman Sturtevant discovered that in a rather mortifying way. He says, "One day I found my lesson utterly incomprehensible, and in great trouble I went to the Tutor for help. He bowed me out of his room, telling me that it was not customary in Yale to help a student in his lessons until after the recitation." This seems almost incredible to us now, but the Tutor was then simply doing his duty, for each recitation was really an examination, and to have given help on a specific lesson just before recitation would have been nearly as great a breach of propriety and duty as to give out an examination paper now before the appointed hour.

Concerning the effect of the whole system at Yale in those days, Dr. Sturtevant writes, "The stern discipline of Yale College was of great importance to us all. It made us feel the necessity of bringing our full strength to our daily tasks. It increased the zeal and earnestness of the diligent, and made the strong stronger. It compelled the slow and inert to put forth all their energies. If they failed to do so, or lacked the capacity necessary to master such a curriculum, it soon taught them what it was important for them to learn as quickly as possible, that College was no place for them." These are words of high praise, and the College has tried faithfully to deserve them ever since they were written. To secure those results is exactly the aim of the plan so persistently adhered to at Yale, of taking the Freshman and Sophomores in divisions small enough to admit of frequent individual oral recitations. The problem is a much more difficult one in Junior and Senior years, with their crowded lecture-rooms precluding to a considerable extent the possibility of oral recitations, and with that modern refuge of the lazy known as a "digest" — well named, since it is intended to save so-called students the trouble of digesting their mental food for themselves.

It is evident that for the most part the old system must be likened to work in a gymnasium, rather than to exercise in the open air with ever-changing scenes to delight the eye and invite one onward. But even in the pleasant fields of knowledge the hardest kind of work is needed to really master any thing worth knowing. This the teachers of former years knew as well as we do now, and with the sternness of their Puritan ancestors they made the hard part of work more prominent than its pleasant accessories. Their system was carefully planned by strong men to make strong men, and in that it was successful. It has been said that the great achievement of Yale is the making of men, and this its alumni record abundantly shows. The list of Yale's representatives among the public men of the country in every department of activity is a long one. The number of its leading clergymen and theologians has been especially large. So many have become the heads of Colleges and Universities that Yale has been called "the Mother of Presidents." Of the men filling "the highest political and judicial offices," and coming from the seven colleges which were founded in this country before 1770, President Thwing has found that "Yale has helped to train the largest number — about 550." Mention of some of these by name would be made here and at the close of following chapters, were it not that the plan of *UNIVERSITIES AND THEIR SONS* includes the presentation elsewhere of notices of distinguished alumni in all the Departments of the University.

CHAPTER II

THE DIVINITY SCHOOL

THE Divinity School was in point of time the second of the Professional Schools established at Yale. But this statement applies only to its formal organization. Instruction in Theology had from early times been a part of the education given at the College. Indeed, the strongest motive for the founding of the College was the desire to secure a learned ministry. As President Clap said, "The great design of founding this School was to educate ministers in our own way." Hence in the early years, a course at Yale, supplemented by residence for a while in a minister's family, for further reading and introduction into the practical work of the pastor, was accepted as a satisfactory training for a minister. But aside from this, there were persons who remained after graduation for special study in theology, and a part of the time of the early Rectors was occupied in teaching them. It was partly the needs of this class that led to the establishment of the Professorship of Divinity in 1755. That this was a regular chair in the College, rather than a special one for work avowedly outside the regular course, was entirely in keeping with the practice of that time, for "the idea of theological schools as separate from colleges and universities did not then exist in this country or in Europe."

The incumbents of the new chair for more than seventy years preached in the College pulpit, and taught graduates who were fitting for the ministry. During these years therefore a Theological Department was in existence with its separate students and course of study, but there was no official recognition to distinguish it from the rest of the College. The department thus established in fact though not in name had for its Professors successively Dr. Daggett; Dr. Wales, whose place was supplied a large part of the time by President Stiles; and President Dwight, who added the duties of this post to those of the Presidency. Of the number of persons who received their clerical education at Yale during these years there is no exact record, but it was considerable, being a large part of the Yale graduates who entered the ministry. Among them were some of the foremost preachers and theologians of New England, notably Moses Stuart, Lyman Beecher and Nathaniel W. Taylor, who received their theological training from President Dwight.

This preliminary stage in the evolution of the Divinity School came to an end substantially with the death of President Dwight. Dr. Eliazur T. Fitch was appointed his successor in the Chair of Divinity, but he soon found that the work needed in it was expanding beyond the power of one man to perform. President Dwight had perceived the coming need, had planned for the establishment of a separate department of Theology, and had enlisted the interest of his son, a prominent merchant in New Haven, toward securing the needed funds. But his death came before his plans were matured. The decisive step was taken in 1822, when fifteen Seniors who intended to remain after graduation and study for the ministry sent in a petition that they might be organized as a theological class. Professor Fitch gave his hearty support to the petition and urged that a Professor must be appointed for the instruction of theological students alone, unless the College was willing to give up its ancient and cherished work of training young men for the ministry. In order to prevent the taking of such a backward step, the President and Faculty presented to the Corporation a plan, the substance of which was that a Professor of Theology be appointed, and that the instruction needed in the new department in Hebrew,

Greek and Rhetoric be supplied for the present by the College Professors. This was entirely feasible, provided the money needed for the salary of the new Professor could be secured. The Corporation was of the same mind with the Faculty, and issued an appeal to the citizens of New Haven. This was successful in obtaining the desired sum, a principal contributor being Mr. Timothy Dwight, who was thus happily able to assist in carrying out one of his father's cherished plans.

With this beginning of a separate endowment, a new department of Theology was organized with one full Professorship, named the "Dwight Professorship of Didactic Theology." For the first incumbent of this chair, choice was made of Rev. Nathaniel W. Taylor. With him were associated three of the College Professors, namely, Fitch of Divinity, Kingsley of Languages and Goodrich of Rhetoric and Oratory. A part of Dr. Fitch's work as we have seen was in Theology, and he continued to instruct in Homiletics in the new department as long as he remained in active service. The services of Professors Kingsley and Goodrich were in addition to their regular work and were entirely voluntary, a practical proof of their devotion to the College at a time when there was danger of its taking a backward step through lack of funds. Professor Kingsley's services were not needed after 1824, when his work was assumed by Mr. Josiah W. Gibbs, who was appointed two years later to a new chair of "Sacred Literature." Professor Goodrich was transferred to the Theological Department in 1839, as Professor of "The Pastoral Charge," having been closely connected with the department from its organization as one of its most earnest promoters. Thus the four men, Taylor, Fitch, Gibbs and Goodrich, constituted the original Faculty of the Divinity School, and together shaped its course and gave it character and renown for over thirty years. The early portion of this time was the heroic period of the "Theological Seminary," as it was then called, when teachers and pupils were full of the ardor of conflict for the truth against equally good and true men who saw the other side of the shield; when New Haven Theology was an acknowledged school of New England thought; when the popular name "Taylorism" did homage to the great leader who questioned the Orthodoxy of the day, and contended for modifications which gave a new direction to the religious thought of the land.

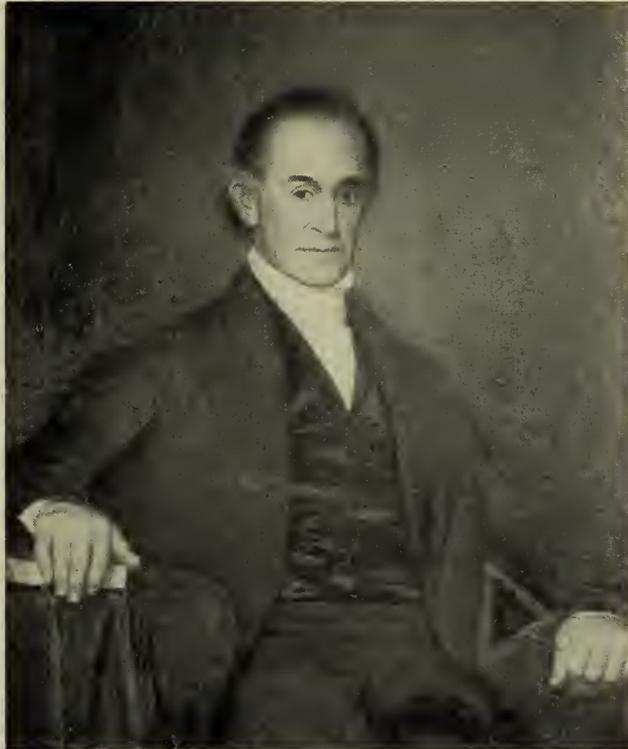
Nathaniel W. Taylor graduated at Yale in 1807, and in the following year returned to New Haven to study theology. President Dwight received him into his family, and during his period of study was his only preceptor and guide. When this period of study came to a close, the preaching which was its fruit soon attracted attention, and Mr. Taylor received a call to the vacant pulpit of the Center Church in New Haven. A call to such an important post appears to have taken him completely by surprise, and he shrank from assuming the responsibility. But encouraged by his faithful friend and teacher Dr. Dwight, he withdrew his objections, and became the Pastor of one of the most prominent and intelligent of our congregations. The result of his faithful and eloquent preaching here was seen in the religious revivals which characterized the period of his ministry. "In all the churches around him he became a well-known and accepted leader of the revival movement; and ere long, while he was in the freshness of his youth, he had reached a position of influence, acceptance and usefulness, second to no other among the preachers of the day."

While he was thus in the full tide of his successful ministry, and when in his thirty-sixth year, he received the call to the new Dwight Professorship at Yale, a post which it was manifestly in his power to make one of the most important in New England. His people were strongly opposed to his leaving them, and a rupture of their friendly relations with the College

seemed imminent, but they yielded and he accepted the call. He entered at once with enthusiasm and delight upon the congenial work of teaching the system of theology of which he was the champion, and under his guidance "the students plunged into the profoundest depths of philosophic inquiry, until the whole seminary was in a ferment of intellectual activity."

It could hardly be expected that such a bold and vigorous teacher would escape criticism when he attacked what he considered prevailing errors. Conservatism then, as ever, was up in arms against the audacious thinker, and the protests showered upon him have a familiar sound. The man who was eagerly delving for truth, and trying to establish more firmly upon it the foundations of religious belief, was accused of undermining the faith of the multitude. He was attacked on all sides for his theological unsoundness, and controversy followed. He was a controversialist. Professedly a conservative, he was in reality a reformer. The more young men in other colleges and schools of theology were warned against Dr. Taylor, the more they flocked to his lecture-room.

Professor Taylor found in his colleagues most efficient supporters in his teacher and a confessor Fitch graduated the Class of 1810. His life-work was mainly accomplished in the college pulpit where he was successful. His work in the establishment of the Seminary has been continued close of his active life and was of a



N. W. TAYLOR

brief series of lectures on Homiletics were considered at the time and for the time to be unsurpassed in merit."

His friend and classmate Goodrich filled the Chair of Rhetoric in the College with distinguished ability for twenty-two years. He was one of the most efficient agents in securing the establishment of the Theological Seminary, aiding the enterprise with his counsel, with his subscription, and with the further financial backing which was found to be necessary after the money needed for a beginning had been obtained. Before his formal transfer from the College to the Seminary, he purchased the "Christian Spectator," made it the organ of the New Haven theology, and in its pages undertook to elucidate and defend Dr. Taylor's doctrines. In 1839, he again gave signal proof of his devotion to the Seminary by giving money for the establishment of a new chair of "Pastoral Theology." When search was made for a suitable man for the place, no one could be found better qualified for it than Dr. Goodrich himself, so that to his surprise he was asked to fill the chair which he had partially endowed. "In the discharge of

religious belief, was mining the faith of the multitude. He was attacked on all sides for his theological unsoundness, and controversy followed. He was a controversialist. Professedly a conservative, he was in reality a reformer. The more young men in other colleges and schools of theology were warned against Dr. Taylor, the more they flocked to his lecture-room."

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the duties connected with this chair he continued for twenty years until his death, laboring incessantly and with a success rarely attained to incite every student who came within reach of his remarkable personal influence to make the most of his powers in the pastoral work."

Professor Gibbs graduated at Yale in 1809, taught for six years, then went to Andover, where he soon became interested in the study of Hebrew. In 1824, he returned to Yale as College Librarian and Instructor in Hebrew, and two years later was made Professor of Sacred Literature in the new Theological Seminary. During his long service of thirty-five years at this post, many important contributions to Oriental and Comparative Philology appeared from his pen. Professor Fisher has described him as "the scholar of the Faculty; patient, accurate, thorough and conscientious in all his researches, cautious and naturally skeptical in his intellectual habit, but with a profound religious sense, and a candor more beautiful than the highest gifts of intellect."

The active services of these eminent men who for more than thirty years constituted the Theological Faculty came to an end at about the same time. Dr. Taylor died in 1858, Dr. Goodrich in 1860, Dr. Gibbs in 1861; and Dr. Fitch, also in 1861, withdrew from work on account of the increasing infirmities of age, although he lived ten years longer. The peace of their declining years was in happy contrast with the din of the conflict in which they had borne so valiant a part in earlier life. The questions which seemed all important then were now partly settled, partly displaced by others more interesting to a "practical" age, and the men of a new generation were beginning to speak lightly of the theological warfare of their fathers, and to wonder what it was all about. But their intense concern for the things of the spirit, and their profound convictions of truth and duty, were wrought into the lives of hundreds of young men whom they sent forth to be religious leaders of the people. Even after these have all passed away, the memory of their earnest quest for truth and their loyalty to it, even to the spending of their lives in its defence, will ever be a priceless heritage to the institution they loved so well.

While the Seminary was thus doing a great work and making a worthy record during the years from 1824 to 1858, it was in some important matters almost stationary. No addition was made to its teaching force during all those years. Little effort was made to increase its endowment, which was only \$50,000 in 1858. Its one building, put up in 1836, had been made to answer for its needs. During the latter part of the time, when its Professors were past their prime, the number of students had fallen off. The death of Dr. Taylor in 1858, broke up the old order of things, and within the next four years great changes were made. In that year Rev. Timothy Dwight was chosen Assistant Professor of Sacred Literature as colleague to Professor Gibbs, and Professor Porter of the College Faculty was asked to give the lectures on Systematic Theology, which he did until 1866, when Dr. Leonard Bacon, who had lately resigned the pastorate of the Center Church, gave a corresponding course until 1871. In that year President Harris of Bowdoin College was elected to the permanent chair made vacant by Dr. Taylor's death, and Dr. Bacon continued to give lectures on Church Polity and American Church History until his death in 1881. In 1861, Rev. James M. Hoppin was chosen Professor of Homiletics and Pastoral Theology in place of Professor Goodrich, who had died, and Rev. George P. Fisher was appointed to a new Chair of Ecclesiastical History. In the same year a formal division of Professor Gibbs' chair was made, Professor Dwight taking the Greek Literature of the New Testament, and Professor Henry H. Hadley receiving the appointment to the Chair of Hebrew. This he filled for only a year, and was followed by Mr. Van Name as Instructor until 1866, when Professor George E. Day of Lane Seminary accepted the call to the permanent chair.

It will be seen that for several years until 1866, the Faculty consisted of Professors Dwight, Hoppin and Fisher, and Mr. Van Name, assisted by Professor Porter of the College. The years from 1858 to 1866, were years of waiting and preparation, with some anxiety for the future. The number of students was small, and this could not be a matter of surprise in view of the disappearance of the men who had given the School its fame. The low state of its treasury, and the increasing competition of other institutions also produced their effect.

In 1866, a most important step was taken by the Corporation in providing that thereafter the graduates of the Theological Department should receive the degree of Bachelor of Divinity. This gave the department complete recognition as the Divinity School of the University, and



DIVINITY SCHOOL

was preliminary to the vigorous efforts soon made for its further development. These efforts received quite an impetus when it was known that the School must lose its building, which had been put on the College square with the understanding that the College might take it at a fair appraisal whenever it or the ground it occupied might be needed. It was removed in 1870, to make room for Durfee Hall. In anticipation of this the friends of the School were appealed to for the money needed for a new building, and they responded generously. A most advantageous site was secured on the corner of College and Elm Streets, and a new and commodious building, mainly a dormitory for students, but also well provided with lecture-rooms, Professors' rooms, and a reference library, was erected in 1870. The possession of this building, now known as East Divinity Hall, added decidedly to the prestige of the School, and soon the increased number of students called for another dormitory of equal size, which was put up in 1874, and is known as West Divinity. These are large brick buildings of four stories, and furnish

accommodations for one hundred and fifty students. Their front ends are connected by the beautiful little Marquand Chapel, built in 1871, and the Bacon Memorial Library, built in 1881. The four buildings present a handsome front of about two hundred feet on Elm Street, and in the rear enclose on three sides a small court.

These buildings give the Divinity School an individuality which is helpful to it, and place it at the head of the Professional Schools at Yale in the matter of material equipment. They also commemorate the generosity of one of Yale's most earnest friends, Mr. Frederick Marquand of Southport, as well as the interest taken in the School by a large number of smaller donors. The money needed for East Divinity was contributed by more than one hundred persons, among whom were prominent Christian men in New York and Brooklyn, a number of members of the Broadway Tabernacle, officers of the Seminary, and citizens of New Haven. When funds for West Divinity were called for, Mr. Marquand gave one half, and the rest was contributed by seventy-five persons. The last seven thousand dollars needed to ensure the erection of the building were guaranteed by the Theological Professors, but were subsequently given by Mr. Hand of New Haven. Mr. Marquand had in the mean time presented the chapel, which he named after his wife, and later the Library building, which he named in honor of Dr. Leonard Bacon. These gifts, together with a sum received from his estate after his death, make him the largest individual donor to the Divinity School. He was a religious and conscientious man, who in the later years of his life spent much time and money in works of beneficence in an unostentatious way.

After these buildings, ample for the probable wants of the School for some time to come, had been furnished, there remained the need of endowment funds for current expenses. One of the earliest donors for this purpose was William A. Buckingham, the noble "War-Governor" of Connecticut. He has been followed by Augustus R. Street, William E. Dodge, Henry Winkley, Asa Otis, Samuel Holmes, Morris K. Jesup, Elbert B. Monroe, Mrs. Caroline E. Washburn and many others who by their generosity have made it possible to establish new Professorships, and in other ways increase greatly the efficiency of the School. Deserving of special mention is the Reference Library, presented by Mr. Henry Trowbridge of New Haven. It is in the Marquand Library, and is of great use to the students, to whom, by its constant and ready accessibility, it is practically as serviceable as a private library. A similar gift was the Library of Music, collected by the late Lowell Mason, and presented by his friends after his death. It is the most valuable Musical Library possessed by any similar institution in the country.

As no charge is made for tuition or room-rent in this department, it is peculiarly dependent on those who appreciate the importance of its work, and are willing to give it material aid. Were it not for the strong hold which the School has upon the portion of the Christian public most in denominational sympathy with it, no such advance as has been made during the past thirty years could have been witnessed. An instance of the cordial interest taken in the School was furnished in 1891, when East Divinity Hall was damaged by fire. Help was rendered at once, so that not only was the building promptly repaired, but also the losses of the students were made good to them.

During these years since 1866, the Faculty which succeeded the first has been almost completely replaced by a third, Professor Fisher alone remaining in active service as Professor of Ecclesiastical History, and Dean. Professors Day and Harris, whose appointments have already been mentioned, are enjoying their well-earned retirement as Professors Emeriti.

Professor Day resigned the Chair of Hebrew in 1891, but continued to act as Dean and to give some instruction until 1895, when he retired from active service. Of late years he has been engaged in collecting for the School a valuable Missionary Library. His place in the Chair of Hebrew was taken by Professor Edward L. Curtis. Professor Harris resigned his Chair of Systematic Theology in 1895, and was followed by Professor George B. Stevens, who since 1866 had occupied the Chair of New Testament Criticism and Interpretation made vacant in that year by Professor Dwight's acceptance of the Presidency. The chair thus vacated by Professor Stevens was filled in 1897, by the appointment of Professor Benjamin W. Bacon who had been Instructor for one year. The Chair of Homiletics and the Pastoral Charge which Professor Hoppin had filled since 1861 was vacated in 1879, and occupied temporarily by Professor William M. Barbour until 1885, when the permanent appointment was given to Professor Lewis O. Brastow. In 1885, Mr. Winkley endowed the chair of Biblical Theology; Professor John E. Russel filled the chair until 1889, and was followed by Professor Frank C. Porter. In 1892, Dr. Arthur Fairbanks was appointed Lecturer on Social Ethics and Philosophy of Religion, and in the following year a Chair of Christian Ethics, intended to take the place of the Lectureship, was established and Professor William F. Blackman was appointed to it. In 1892, Dr. Samuel S. Curry was appointed Instructor in Elocution.

In addition to this regular Faculty, a number of lecturers are invited each year to address the students on various topics connected with their work. The most important of these annual appointments is the one made on the Lyman Beecher Foundation, established in 1871, by Mr. Henry W. Sage of Brooklyn. The object of this Lectureship was to bring to the School each year some eminent divine who could give the students the benefit of his actual experience in the preacher's work. It was believed that this practical presentation would supplement in a most valuable way the teachings of the lecture-room. This expectation has been amply realized. For a quarter of a century eminent clergymen of this country, and from England, Scotland and Canada, have come to Yale, and by their eloquent words have done much for the inspiration and guidance of the young men fitting for the ministry. Beyond the immediate precincts of the School also, the lectures are highly prized for their intellectual acumen as well as their spiritual power, and many look forward to the arrival of the Lyman Beecher Lecturer as the event of the College year. The lectures have been published each year, and now constitute an important collection of books on the essential requisities for success in the preacher's work. President Dwight says of them, "No successive courses of lectures on subjects pertaining to the work of the ministry which have ever been given in our country have had greater interest for those who heard them, or more widely extended usefulness when read by others after their publication."

While the primary importance of preparation for the active ministry of the gospel has thus been carefully provided for, the value to the church at large of advanced scholarship has not been overlooked. In 1876, the Aurelia D. Hooker Fellowship was established in memory of Mrs. Hooker of New Haven, in order to enable the most promising graduates to continue their theological studies in this country or abroad. This fellowship is awarded every other year, and is held for two years. In 1891, it was supplemented by the Dwight Fellowship, which aims to accomplish the same result, but is held for only one year. It is awarded every other year, alternating with the Hooker Fellowship.

A still more important step in the direction of higher education was taken in 1879, when a year of graduate study was added to the three years of the regular course, and was offered

to the graduates of this and other theological schools. Attractive courses of lectures and lines of study were arranged, and much interest was felt in the movement, especially as Yale was the first Theological School to introduce regular graduate instruction. The response has been encouraging. A graduate class of excellent quality and fair size has entered each year. One year (1893) it numbered twenty-one, the largest thus far. It is a fact of much promise for the future that ten or more young men each year are able to resist the strong temptation to enter the salary-earning stage of their career at the earliest possible moment, and are willing instead to spend an additional year in study for the sake of a broader foundation and fuller equipment. Their very presence in the School bears constant witness to the undergraduates of the importance of careful and prolonged training for their life-work. Indeed, the whole trend of the School is steadily toward better work and more of it. In 1890, a bequest came from Mrs. Elizabeth P. Fogg of New York to establish the Fogg Scholarships, ten of which are awarded each year to Juniors after a special examination, and the rest are assigned to graduate students of special promise. In 1893, an interesting experiment was made of offering elective courses in the Middle and Senior years. Their purpose is "to encourage scholarly investigation in special lines, and to train students in methods of independent study." They do not take the place of, but are strictly supplementary to, the regular curriculum which, as the fundamental preparation for professional work, remains required.

Since 1892, an entrance examination in Greek has been required of those who are not College graduates. Along with this requirement, provision is now made for special cases where faithful application and manifest fitness are such as to warrant the relaxation of the rule. Yet there is little occasion for this exceptional treatment, or even for an examination, for in 1896-97, among the one hundred and four students in attendance, there were only two non-graduates.

In addition to all that the School does for the training of its students, must be added the advantages which come from association with other departments of the University. Thus the establishment of the Department of Music has greatly increased the interest in, and attention paid to, church music; and the interest in debating awakened in the College a few years ago gave new life to the debating club of the Divinity School. In other ways not so apparent, the University environment furnishes a most valuable stimulus to intellectual activity. Thus, by the requirement of a College education, by honorable and substantial reward of diligent work in the School, by encouragement of voluntary study beyond the regular course, by the continuance of scholarly work after graduation, and by participation in the wider activities of the University, the Yale Divinity School has been placed in the front rank of American institutions for the training of a learned ministry.

Some of the eminent men who have studied divinity at Yale have already been mentioned in other connections. It remains to be said that on several occasions graduates of this School have united their efforts for the accomplishment of important evangelistic and educational work. The first of these movements, and the one most noted, was in 1829, when seven members of the School, namely, Theron Baldwin, John F. Brooks, Mason Grosvenor, Elisha Jenny, William Kirby, Julian M. Sturtevant and Asa Turner, formed the "Illinois Band," and agreed to devote themselves to Christian work in what was then the New West. That great region, now the home of an advanced Christian civilization, was then attracting adventurers of every kind, and danger was apprehended that irreligion

and illiteracy would gain the upper hand. Animated by religious and patriotic devotion, the Illinois Band went forth, and accomplished a work whose value to the church and nation can hardly be overestimated. Many of the little congregations which they gathered in the wilderness have grown to be strong and influential churches in the midst of populous communities. One of the tangible fruits of their labors was Illinois College, founded in 1829. This, as a miniature Yale, brought to the doors of struggling pioneers some of the otherwise unattainable advantages of the distant New England College.

CHAPTER III

THE MEDICAL SCHOOL

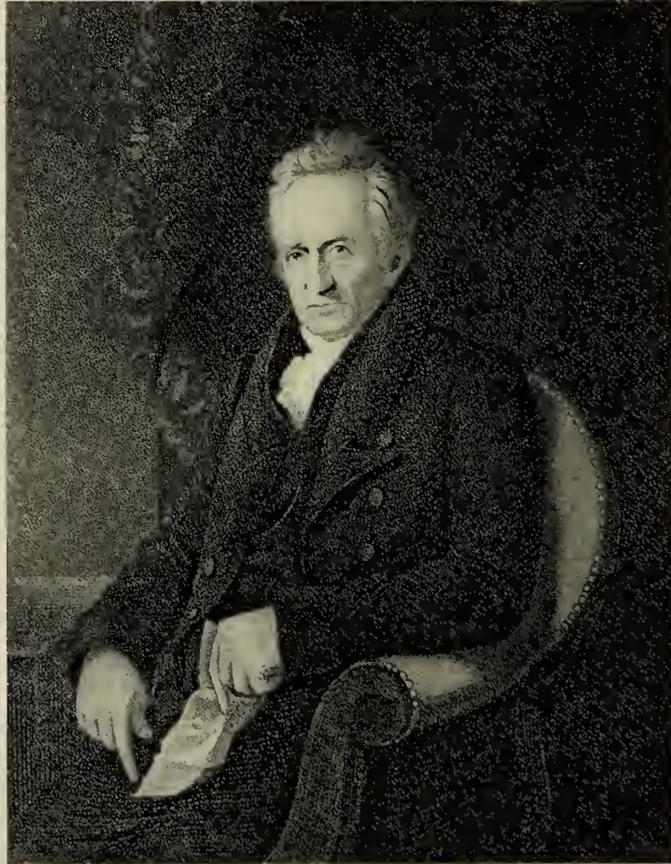
IN early times in New England, a young man desirous of becoming a doctor used to receive his medical education at the hands of a practising physician. He would read under his direction, and accompany him on his visits, thus receiving at once the advantages of intelligent guidance, practical illustration and personal inspiration. When he was deemed sufficiently proficient, his preceptor would give him a certificate, which served in place of the diploma of the present day. These individual certificates of course varied greatly in value according to the ability and good judgment of the physicians who gave them, and at length the need was felt for more reliable credentials. The first important move in Connecticut toward securing these was made in 1763, when several eminent physicians tried to secure legislative approval of a plan for the giving of medical certificates by "a committee of three approved physicians." But this plan was not regarded with favor at that time.

In 1784, the New Haven County Medical Society was organized, and soon acquired great influence in the State. It appointed a committee to examine candidates, and if they were found satisfactory, to give them certificates. It also started an agitation for securing from the Legislature the incorporation of a State Medical Society. Members of the profession in all parts of the State were interested in the movement, and petitions and memorials were sent to the Legislature in large numbers. But a singular conservatism kept the Legislature from granting the charter, and as the demand for it became more pressing, people outside the profession became interested. President Stiles records in his diary that on a certain day in 1788, the College Seniors discussed the question, "Whether it be safe to grant the proposed charter to the Connecticut Medical Society." Evidently the Legislature thought not, for it was eight years before the society succeeded in getting a charter.

This was in 1792, and from that time the society took general charge of the interests of the profession in the State. County societies were already in existence, and usually gave the licenses to practise. Both sets of societies had therefore been in the field several years when President Dwight made his first move toward the giving of medical instruction at Yale, and their influence was at first thrown against his plan. There appears to have been a very natural fear on the part of the doctors in those organizations that they would lose control of admissions to the profession, and this

objection on their part it was necessary at the start to meet and overcome. For the purpose of harmonizing conflicting views, a conference committee was appointed on which the College and the Medical Society were equally represented. As a result of the conference, the doctors agreed to co-operate with the College in the appointment of a joint committee to petition the Legislature for an Act of incorporation. This was obtained in 1810.

In 1812, the School was organized by the selection of a Faculty. The Professors chosen, with their departments of instruction, were as follows: Æneas Munson, Materia Medica and Botany; Nathan Smith, Theory and Practice of Physic, Surgery and Obstetrics; Eli Ives, Adjunct Materia Medica and Benjamin Silliman, Chemistry and Pharmacy; Jonathan Knight, Anatomy and Physiology. Four of these constituted the original Faculty. Dr. Munson was nearly eighty years of age and was given the appointment, partly to add prestige to the School at its start, and partly as a deserved recognition of his distinguished services to the profession. Dr. Smith was the real head and was chosen on account of his great attainments, and experience as a medical lecturer. Dr. Ives and Professor Silliman were already distinguished men with eminent qualifications for their respective posts. The former represented the Medical Society, the latter the College. Dr. Knight was a young man who already gave promise of the rare powers which were to bring such strength and honor to the School.



NATHAN SMITH

It will be seen that the original Faculty of the Medical School was a strong one. The range of their chairs also met the requirements of the profession at that time, so that the School started out under exceptionally favorable circumstances, "and attained immediately an enviable reputation and marked success." It continued for sixteen years entirely in the hands of its first four Professors, and after the death of Dr. Smith in 1829, for thirty years longer under the guidance of the other three.

Dr. Munson was a Yale graduate of the Class of 1753. He pursued his medical studies independently, and by virtue of his genius and industry became one of the most eminent physicians of the time. Dr. Ives said of him, "Dr. Munson was a pioneer in the science of botany, extensively acquainted with plants, unrivalled in his

knowledge of indigenous materia medica, and in materia medica generally probably his superior was not to be found. . . . To him the Faculty of this country were more indebted for the introduction of new articles and valuable modes of practice than to any other individual." And another has written of him, "No name in the early annals of medicine in New England stands out more sharply defined in the light of superior learning and wisdom than that of Dr. Æneas Munson." He was given an honorary position on the Faculty of the new Medical School, it being understood that the duties nominally assigned to him would be discharged by his friend and pupil Dr. Ives. He was already ad-

yet he lived to for fourteen years, at the age of Dr. Nathan Vermont farmer who man's estate with portunities for he was seized with understand the human body. aration, he went School at Har- and graduated, the Medical Class of to Cornish, Ver- mence practice, pressed with the physicians in cen- shire and Ver- started a Medical mouth in 1798, years carried it on Then, dissatisfied ments, and eager went to Edin- medical study. He



ELI IVES

one year, then returned to Dartmouth with such "ample stores of learning and experience as few physicians, if any, in America then possessed." In 1812, he was chosen to inaugurate the new Medical School at Yale, and "his acceptance of the Chair of Surgery was doubtless the circumstance which determined the early and marked success of the School which rapidly rose to an annual attendance of seventy to ninety students." Dr. Smith was in his fifty-second year when he came to New Haven, and he continued to labor with untiring industry and zeal for sixteen years until his death in 1829. "He was an original investigator, and sought with all his powers to enlarge the bounds of human knowledge in the science which he cultivated, and thus he acquired a rank both as a teacher and a practitioner of medicine which was second to that of no medical man in New England."

vanced in years, enjoy his honors and died in 1826, ninety-two.

Smith was a Ver- had arrived at very limited op- education, when a strong desire to mechanism of the After careful prep- to the Medical vard for two years, only person in the 1790. Returning mont, to com- he became so im- need of educated tral New Hamp- mont, that he School at Dart- and for several entirely alone. with his attain- for knowledge, he burgh for further remained abroad

Dr. Ives was a native of New Haven and a Yale graduate of the Class of 1799. He studied medicine with his father and with Dr. Munson, then attended medical lectures in Philadelphia. His favorite study was botany. He made himself thoroughly familiar with all the species to be found around New Haven and prepared valuable catalogues of them. He had an extensive correspondence with botanists in different parts of the world, and is believed to have been better acquainted with our native medicinal plants than any other man of his time. His special professional field of study was *materia medica*, and in that he did the work nominally assigned to Dr. Munson in the new Medical School. As a lecturer he commanded the respect of his classes sense, his rich ex-
 ble memory of cases unerring judgment

Professor Silliman most earnest advo-
 for establishing a Yale, and was an of the important brought the move-
 ful issue. His work in his chosen field he was an acknowl-
 medical class at- lectures on Chemis-
 College students, being enlarged to classes. He also students a separate adapted to their

Dr. Jonathan at Yale in the Class of nineteen, and youngest member ical Faculty. He the Chair of Anat-
 School and for more

maintained a career of distinguished success. "It was the universal judgment of those who had the opportunity of making the comparison, that no medical instructor in his time surpassed, if any equalled, Dr. Knight in all the qualities which make a finished teacher in the department of Human Anatomy."

The Medical School was opened in the fall of 1813, in the building at the head of College Street, familiar to us as Sheffield Hall. This was at first leased, but its purchase was soon made possible by a grant from the State Legislature. It was smaller and plainer than it is now, and having been built by Mr. Hillhouse as a hotel, was adapted for use as a dormitory and boarding house. Such in part the College authorities at first proposed to make it; for the Medical School started out with those family features which at that time seemed natural.



BENJAMIN SILLIMAN

"by his excellent perience, remarka-
 and facts, and his in diagnosis."

man was one of the cates of the plan Medical School at efficient member committees that ment to a success-
 in the School was of Chemistry, where edged master. The tended his general try along with the his lecture-room accommodate both gave the medical course especially needs.

Knight graduated of 1808 at the age was therefore the of the original Med-
 was appointed to omy in the new than half a century

The School flourished under its first Professors, the attendance of students showing a gratifying increase. Afterward, the competition of other newly established schools was felt. When Dr. Smith died, in 1829, important changes were made in the Faculty. His chair was divided into three parts, Dr. Eli Ives taking Theory and Practice of Medicine; Dr. Thomas Hubbard, Principles and Practice of Surgery; and Dr. T. P. Beers, Obstetrics and Diseases of Women and Children. Dr. Tully was chosen to the chair vacated by Dr. Ives, and its title was changed to *Materia Medica and Therapeutics*. The medical chairs were thus made six in number, and remained so for nearly forty years. Dr. Ives retired in 1852, and his chair has been successively filled by Doctors Worthington Hooker, Charles L. Ives, David P. Smith, Lucian S. Wilcox, Charles A. Lindsley, and John S. Ely. Dr. Hubbard died in 1838, and Dr. Knight was transferred to his chair, and occupied it until a short time before his death in 1864. At the time of his retirement he was the last surviving member of the original Faculty, and had been in service fifty-one years. His place has been successively filled by Doctors Francis Bacon, David P. Smith and William H. Carmalt. The Chair of Anatomy and Physiology, vacated by Dr. Knight, was occupied by Dr. Charles Hooker until his death in 1863, and then by Dr. Leonard J. Sanford until 1879, when it was divided. Dr. Sanford then took the Chair of Anatomy, and has been followed by Doctors S. W. Williston and Harry B. Ferris. The Chair of Physiology was given to Dr. James K. Thacher, and he was followed by Dr. Graham Lusk. Dr. Beers retired in 1856, and has been followed by Doctors Pliny A. Jewett, Stephen G. Hubbard, Frank E. Beckwith and James Campbell. Dr. Tully retired in 1841, and has been followed by Doctors Henry Bronson, Eli Ives (who kept the place for one year, until 1853, when he was made Professor Emeritus at the close of a service of forty years), Henry Bronson (who resumed his chair), Charles A. Lindsley, Thomas H. Russell and Oliver T. Osborne. In 1867, Dr. Moses C. White was appointed to the Chair of Pathology, which included in its title Histology and Microscopy until 1880. A Chair of Physiological Chemistry and Toxicology was filled by Dr. George F. Barker from 1867 to 1873, one of Ophthalmology and Otology by Dr. William H. Carmalt from 1879 to 1881, and one of Clinical Gynæcology by Dr. Frank E. Beckwith from 1885 to 1890, but they have not been maintained as separate chairs since the gentlemen named retired from them. In 1891, Dr. Thomas H. Russell was appointed to a Chair of Clinical Surgery and Surgical Anatomy. Benjamin Silliman, Jr., succeeded his father in 1853, was Professor of Chemistry until his death in 1885, and was followed by Dr. Herbert E. Smith, who is now Dean of the School. In this office he was preceded by Dr. Charles A. Lindsley, who followed Dr. Charles Hooker.

The Faculty now consists of the nine Professors whose names appear last in the above lists, together with four Assistant Professors, namely, Doctors Louis S. De Forest, Henry L. Swain, Benjamin A. Cheney, and Charles J. Bartlett, and twenty-six Lecturers and Assistants. On the Faculty roll also appears the name of Dr. Lindsley, who retired from active service in 1897, as Emeritus Professor. He entered the Faculty in 1860, and his long service of thirty-seven years has been exceeded only by the terms of Doctors Knight and Ives. Next to him is Doctor White, with a continuous service of thirty years as Professor, preceded by five years as instructor.

Under the learned and faithful men named above, the School has been brought through trying times, resulting from inadequate means and lack of public support. At no time has it been possessed of funds sufficient for its needs, or at all commensurate with the importance of the work it was trying to accomplish. It started with no other material foundation than the

land and building on Grove Street. By the sale of these in 1859, it was able to secure a larger and better arranged building on York Street. As late as 1868, its income from invested funds was only \$1000, which was not enough for its incidental expenses, and in 1885 its funds were less than \$30,000. Under these circumstances the income of the School had to come mainly from the tuition fees of the students, and these proved quite inadequate. During the early days of the School, the attendance was good, rising in 1822, as high as ninety-two. But after 1829, during several decades, there was a steady falling off in average attendance. During the eighties, the average number in the classes at graduation was seven, two of them appearing for their degrees in each. Yet in encouragements, the charge of the set their faces higher standard their part, and of part of their puffed, well knowing for some time at be smaller classes income. Indeed, tory of the Uni- nothing more the plucky fight cal School has thorough medical in this it has the a leader among tutions of the

In the early School, the in- sisted of a single commencing late continuing six- the results of mere tures were noto- factory, and the

were among the first to take a step in the direction of more thorough work. In 1855, they announced in the Catalogue "a private Medical School for the purpose of daily recitations." This School had two terms, the first coinciding with the lecture term of the Medical Department, the second occupying the rest of the College year. Separate fees were charged, and attendance was of course voluntary. It proved to be an exceedingly useful adjunct to the regular course of lectures. The recitations in the first term took the form of "quizzes" on the lectures, and the exercises of the second term developed into an extended course of text-book and laboratory work. In 1867, this private school was absorbed into the Medical Department, the quizzes of its first term occurring in



MEDICAL SCHOOL

with only two men spite of all dis- physicians in School resolutely toward a steadily of instruction on attainment on the pils. This they that the result, least, was likely to and diminished in the whole his- versity, there is creditable than which the Medi- made for more instruction, and honor of being the medical insti- country.

years of the struction con- term of lectures, in the fall and ten weeks. But listening to lec- riously unsatis- Yale Professors

connection with the lectures as part of the regular course, and its second term appearing as an official extension of that course.

Four years later, the Catalogue announced that in the second term "the students are classified so that those who are just entering upon the study will be taught during their *first* year only the more elementary branches; while the studies of the *second* year will include the more practical branches; a *third* year being provided for reviewing the studies of the entire course," with additional instruction as specified. This was a tentative move in the direction of a graded course, lengthened to three years. But it remained in the experimental stage for eight years, during which the names of the students continued to appear in the Catalogue in a single alphabetically arranged list, and the formal lectures were given as of old in a single group of courses during the first four months of the College year.

During these years one important permanent change was made. The old examination for a degree, hitherto largely oral, was replaced by a rigid written examination. This was reported in 1875, as giving "entire satisfaction to the students and their instructors, as well as to the board of examination, and the profession of the State." It was added, with a pardonable touch of pride, "Among those who every year fail to pass their examinations for degrees, the better students continue to pursue their studies at the College for another year; while others find no difficulty in graduating with facility at some of the Medical Colleges in other States, where the standard for graduation is lower, and the requirements are less rigidly enforced."

The bunching of the lectures was considered an evil, and the hope had been expressed in 1867, that "eventually the study of medicine, like that of any other science, will be continued daily through the ordinary academic year." The great change came in 1879, when the system of instruction was "arranged in a graded course extending over three full years," each year divided into two terms, in both of which "instruction is given by lectures and recitations, so arranged and combined with practical work in the Anatomical, Physiological, and Pathological Laboratories, as may best promote the advancement of students to a thorough knowledge of Medical Science." At the same time, examinations were instituted in addition to the one required at graduation. One of these was an entrance examination in Mathematics, Latin and Physics, for those who were not College graduates. The other examinations came at the end of the first and second years, for advancement to the next higher year.

Great credit is due to the Faculty of the School for adopting this enlightened but self-sacrificing course. They were wholly intent upon advancing the cause of medical science, and in their comprehensive plan for doing this, they were first among the Medical Schools of the country. If other Schools were before them in putting the plan into operation, it was entirely owing to the poverty of the Yale School. Still, they were among the first to lengthen the regular course to three years, and to substitute a system of personal instruction, with laboratory practice and frequent recitations and examinations, for the old-time dependence upon lectures. This they did at a time when such a policy was likely to drive away students, as was actually the case. Just before the change was made, the membership of the School was fifty-eight. When the full effect of the change was felt, namely, in 1881, the number of students had dropped to twenty-one, and did not return to the earlier figure until after ten years. During these years there was no wavering on the

part of the Medical Professors, but a determination to adhere to their policy, with a confident belief that the public would in time understand and appreciate what they were trying to do to secure more thorough education of medical practitioners.

When President Dwight became the head of the University, he at once espoused the cause of the Medical School, and has continued its most steadfast friend. He called attention to the fact that while opportunities for clinical instruction and practical manipulation might be more abundant in the great cities, yet for the scientific part of a medical education nothing could be better than connection with a large University in a city of moderate size. In this view he was amply supported by high medical authority. Year after year he expressed his confidence in the School and in the ultimate success of its methods. Indications of this soon came in steadily growing classes, in the approval of the medical press of the country, and "in the many requests, increasing in number,

which they [the sors] receive quarters for infor- the course of in- successful work- years from the term he was able the membership multiplied four first report, and than ever before

During the mediately pre- sion of the course gain was made clinical instruc- tion of the new the advantages

been enjoyed, and the establishment of the City Dispensary in connection with the School still further increased them. The Dispensary building, adjoining Medical Hall, belongs to the School, and was erected in 1889. The chemical equipment was also much improved. From the foundation of the School, the Medical and Academical students had occupied the same quarters for the study of Chemistry. This became increasingly inconvenient, until in 1878, a laboratory and lecture-room were fitted up in Medical Hall, and for the first time the School was able to give all the chemical instruction under its own roof. At the same time important improvements were made in the accommodations needed for Practical Anatomy at the private expense of the Professors of Anatomy and Surgery.

After the three-years course with its extended demands for individual work was established, and the students began to increase in numbers, the Medical Hall became much too small. So a comprehensive plan was adopted for the remodelling of the old building, and the erection of a new one. This plan was carried out in 1892 and 1893. The new building is of brick, three stories, and stands back of Medical Hall. It is plain in appearance, but well built and carefully arranged for its uses. It is given up



OLD CHEMICAL LABORATORY — REMOVED IN 1887

Medical Profes- from various mation respecting struction and its ing." In eight beginning of his to announce that of the School had times since his was now larger in its history. years which im- ceded the exten- of study, decided in facilities for tion. The com- hospital doubled which had before

entirely to Chemistry and Physiology. The changes in Medical Hall consisted in fitting up the whole of the upper floor as an Anatomical Laboratory, and the wing (formerly occupied by Chemistry) as a Bacteriological Laboratory. At the same time the rooms of the Microscopical Laboratory were enlarged and improved.

The buildings of the School are neither numerous nor large, but they are furnished with the most approved appliances for laboratory work in the different fields of medical investigation. With these wisely used, it is possible to make the School "good in its clinical and pre-eminent in its scientific instruction." To accomplish this the more effectually, the Faculty of the School with characteristic energy and public spirit determined to take another forward step, and lengthen the course to *four* years. Due notice having been given, the new course was put into operation in the fall of 1896. Thus the School again steps forward into "the foremost position along with the best schools in the country, in carrying out the most advanced and highest ideas of medical education which commend themselves to the leading minds of the profession."

The lengthening of the course makes the equipment of the School less than ever adapted to the handling of very large classes, and these are not expected. But the Faculty fully realize that "a School whose distinguishing mark is the extent to which it carries its scientific instruction, and its facilities for making the results of scientific investigation tell upon medical practice, will have a range of influence far transcending the numbers who frequent its class-rooms." To accomplish this is the aim and hope of the Yale Medical School.

Mention is made elsewhere of eminent physicians among Yale alumni. Owing to the circumstances which have been mentioned as hindering the growth of the Medical School, the number of its graduates is not large. About twelve hundred physicians have received their training here, and among them are men well known to the profession and to the public as skilful practitioners, Professors in Medical Schools, and authorities in certain branches of medical investigation.

CHAPTER IV

THE LAW SCHOOL

THE Law School had an interesting personal origin. The father of the School was Seth P. Staples, who had graduated at Yale in the famous Class of 1797—the Class of Henry Baldwin, Lyman Beecher, Samuel A. Foot, James Murdock and Horatio Seymour—a class of thirty-seven graduating members, one fourth of whom attained national distinction. Soon after graduation he returned to New Haven to live, and in time acquired eminence as a legal practitioner. His most important work however was that of teaching. He had that kindly nature, that interest in the young and influence over them, that enthusiasm for knowledge and eagerness to communicate it, which mark the true teacher. Possessing these qualities and a success in practice which attracted attention and inspired confidence, he gathered about him a class of young men who wished to study law with him. As his practice made large demands upon his time, he was obliged to meet his students

before breakfast, and we are told that they, in their eagerness to get his instruction, would sometimes gather at his house before he was up in the morning, and patiently wait for his appearance. That however was not so surprising as it would be now, for in those days a recitation before breakfast was the regular thing in College. His method of teaching was simple and effective. He did not lecture. He set his pupils to studying principles in the text-books, and when he met them talked these over with them, with questions, explanations and illustrations.

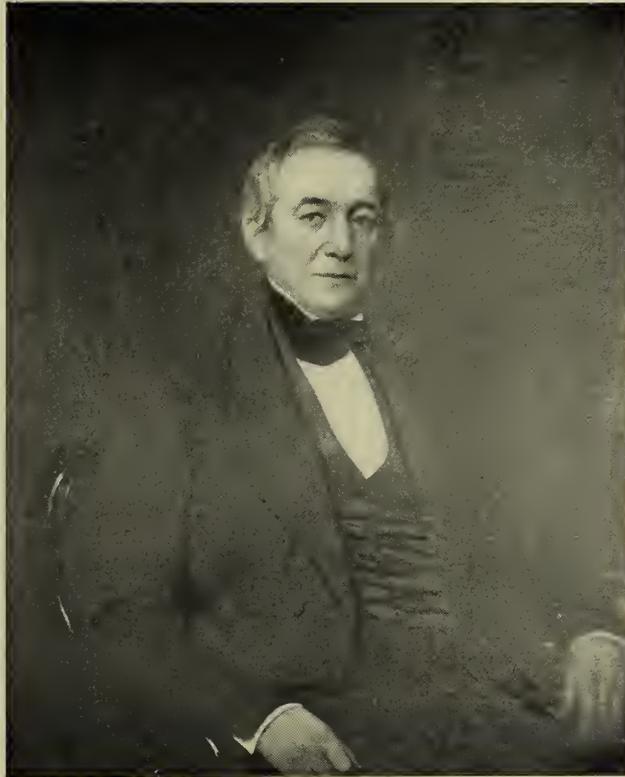
As the School grew Mr. Staples secured the assistance of Samuel J. Hitchcock, one of his former pupils, who was thus trained to take his place when he gave up the School. This he did New York to reside. to Mr. Hitchcock But it had by that importance which tion from the Col- with 1824, the names printed in the annual not become a regu- the University until

Judge Daggett and was a relative had been President lege. Being a young and an ardent Fed- called into public Legislature a num- 1813, was sent to Senate, where he After that he re- tice for a few years was appointed to the the State, of which Justice in 1833.

Hitchcock in 1824, the Staples School, he was sixty years old, and one of the most eminent citizens of the State. His connection with the School gave it considerable *éclat*, and the number of students increased from ten in 1826 to forty-four in 1831. His long connection with public affairs, and his wide acquaintance with public men, added greatly to the value and interest of his lectures.

Judge Hitchcock was a Yale graduate of the Class of 1809. While in College he was distinguished for the accuracy of his scholarship, and later for his grasp of fundamental principles, and for the clearness with which he could present them. These qualities brought him great success as a teacher of law, and admirably supplemented the more popular gifts of Judge Daggett. While the fame of the latter attracted students to the School, the hard work of teaching them fell mainly to his colleague.

Under the sole care of these two men the School flourished as long as they retained



SETH P. STAPLES

in 1824, going to He left the School and Judge Daggett. time acquired an brought it recogni- lege. Beginning of its students were Catalogue, but it did lar Department of nineteen years later. graduated in 1783, of Dr. Daggett who *pro-tem.* of the Col- man of brilliant parts, eralist, he was early life. He went to the ber of years, and in the United States served one term. sumed his law prac- until 1826, when he Supreme Court of he was made Chief- When he joined Mr. in the conduct of

their vigor. But when the infirmities of age came on, Judge Daggett being nearly eighty years old, another teacher was needed. Accordingly in 1843, Mr. Townsend of New Haven, an able and accomplished lawyer, was appointed an instructor. Two years later Judge Hitchcock died, and Judge Storrs of the Supreme Court of Errors was appointed to his place. But in 1847, Judge Storrs resigned to return to Hartford, and in the same year Judge Daggett withdrew, and Mr. Townsend died.

Owing to the loss of all its teachers in 1847, the School might have come to an end if it had been left to itself. But already an important change had been made in its relation to the College. In 1843, the degree of Bachelor of Laws was for the first time conferred by the Corporation upon the graduates of the Law School. This established an organic relation with the College, of which the School now became the accredited Law Department. Soon after, the teachers of the School became, by formal act of the Corporation, Law Professors in the University. Accordingly at their removal in 1847, measures were at once taken to organize a new Law Faculty. This consisted of Governor Clark Bissell and Hon. Henry Dutton, afterwards Governor of the State and a Judge of the Supreme Court of Errors. The patronage of the School and its funds were alike so small that the appointment of a larger number of Professors was not warranted. Governor Bissell resigned in 1855, and was succeeded by Hon. Thomas B. Osborne, who served for ten years, and then resigned.

From 1865 to 1869, Judge Dutton, then far advanced in years, was the only Professor. The need of a Library and suitable rooms was keenly felt, and, mainly owing to the lack of these, the membership of the School fell to a low figure, the graduating class in 1870, numbering only three. Indeed, the whole period from 1847 to 1869, was one of great discouragement to the eminent men who, at considerable sacrifice to themselves, were bearing the School upon their shoulders. Its friends should cherish the memory of these faithful men, who kept it alive through conviction of its importance to the cause of legal learning. They had faith to believe that better days were in store for it, and they were willing that others should reap the reward of their labors.

Judge Dutton served the School in all for twenty-two years. "He was a sound, clear-headed lawyer, an earnest, skilful and persuasive advocate, a man of unbounded courage in undertaking work, and of unflagging industry in performing it. . . . His manner was frank, hearty and engaging; his language plain and forcible; and his teaching eminently practical and instructive." He died in 1869, and soon after the school was thoroughly reorganized. It was first placed in charge of three members of the New Haven Bar, Messrs. Robinson, Baldwin (who during Judge Dutton's last illness had been called in as an instructor for a few weeks in the preceding year) and Platt, and they with Hon. Francis Wayland were in 1872, made full Professors.

For the first time in its history the School had now a Faculty adequate in size for its proper work, and the position it was entitled to as a department of the University. The assignment of chairs and new appointments since that time have been as follows: Hon. Francis Wayland, English Constitutional Law and Dean of the School; Hon. William C. Robinson, Criminal Law and Law of Real Property, until his resignation in 1895; Hon. Simeon E. Baldwin, Constitutional Law, Corporations and Wills; Johnson T. Platt, General Jurisprudence and Torts, until his death in 1890. In 1878, the Faculty was enlarged by the appointment of Theodore S. Woolsey to a Chair of International Law,

and again in 1881, by the appointment of Hon. William K. Townsend to a new Professorship of Contracts and Admiralty Jurisprudence, which was endowed and named in honor of Hon. Edward J. Phelps. The place left vacant by the death of Professor Platt was filled for a while by a temporary appointment. In 1894, Morris F. Tyler was chosen Professor of General Jurisprudence; in 1895, on the resignation of Professor Robinson, George D. Watrous, who had been Assistant Professor since 1892, was made Professor of Contracts, Torts and Estates; and in 1897, John Wurts, Assistant Professor since 1896, was made Professor of Elementary Law, Real Property and Trusts. Two other gentlemen, serving as Assistant Professors, namely, George E. Beers and Edward C. Buckland, complete the regular Faculty.

In addition to the permanent teaching force, the School has been fortunate in securing the co-operation of distinguished men in the profession who have served as Lecturers. Among these have been Hon. Charles J. McCurdy, Hon. Origen S. Seymour, Hon. La Fayette S. Foster, Hon. Nathaniel Shipman, Hon. Thomas M. Cooley, Hon. Daniel H. Chamberlain, Hon. Morris W. Seymour and Hon. E. J. Phelps. The list of Lecturers has also included President Woolsey, Rev. Leonard Bacon, D.D., Professor James Hadley and Dr. Francis Bacon; also of the present Academical Faculty, Professors Wheeler, Sumner and A. T. Hadley. The instruction given by these eminent men has been in subjects beyond those which are necessary to a mere professional study of the law. Their purpose has been to "broaden and elevate legal study," as explained in 1874 by President Woolsey, who added, "nowhere in the United States are these handmaids to a finished legal education brought more effectively into the service of legal studies and made more useful than in the Yale Law School." Special mention should be made of the W. L. Storrs Lectureship on Municipal Law. This was endowed in 1889, and named for Hon. W. L. Storrs, formerly a Professor in the Law School. The first Lecturer on this foundation was Judge Cooley, and he has been followed by other prominent members of the Bar. The number of Lecturers and Instructors, in addition to the Professors, is now twenty-six.

The re-organization of the Faculty in 1869, was followed by a successful effort to secure suitable accommodations for the School. It had for many years occupied the rooms over Heublein's Café on the corner of Church and Court Streets. In 1872, the new Court House for New Haven county was in process of erection, and the whole of the third floor was arranged for the use of the Law School. At the beginning of 1873, the School moved into its new quarters, which were "superior to those enjoyed by any other similar institution in the country" at that time. An important incidental advantage of the location was the proximity of the Courts, several of which were held in the same building, furnishing the students unusual opportunities for witnessing the practical applications of the law. In return for the advantages and courtesies extended to the School, the latter placed its valuable library at the disposal of the Judges and lawyers doing business in the building. This arrangement was mutually satisfactory, and remained in force for over twenty years.

During the latter part of that time, the accommodations in the Court House, ample at first, became wholly inadequate, owing to the increase in the size of the classes. So great did the inconvenience of cramped quarters become that a change was absolutely necessary. Accordingly special efforts were made to secure the money needed for a new

building. Friends of the School responded in large numbers, and this was ground for gratitude and encouragement. But the total amount raised was not all that was hoped for. The plan of the building provided for two parts, one including all the rooms which were strictly necessary for the present, the other adding those which would make liberal provision for future growth. Enough was secured for the first part alone. A valuable lot on Elm Street, facing the Green, was bought in 1891, and on this the rear part of what will hereafter be the whole building was put up in 1894, and was ready for use in the spring of the following year. Except for its exterior architectural incompleteness, and its location in the back of the lot, it leaves little to be desired for the present purposes of the Law School. It contains four lecture-rooms of good size, offices, rooms



NEW LAW SCHOOL — PROPOSED FRONT

for the Professors, and good accommodations for the Library. The consulting-room of the Library is worthy of special mention, as being spacious, airy and well lighted. When the front section is added, the whole building will doubtless be one of the best for working purposes possessed by any department at Yale.

When the School moved into the upper story of the Court House, special attention was paid to the Library, and its value was greatly increased by the generous help of friends in New Haven and New York. The School was already in possession of the libraries of Judge Hitchcock and Judge Dutton, but they had suffered greatly through lack of proper care when the School was in its depressed condition in the few years before 1869. The money collected in 1873, over \$20,000, was used to supply serious deficiencies in the Library, and put it in good condition generally. This action resulted in supplying it with "a complete collection of the English, Irish and American reports of judicial decisions, and an extensive and valuable collection of text-books and works

on jurisprudence, political history and philosophy." In the same year, Hon. James E. English presented \$10,000 "to serve as a permanent fund for the increase and preservation of the Library." The latter now contains about nine thousand volumes, and is one of the best educational Law Libraries in the country.

The Yale Law School has from the first adhered to the method of giving its first attention to *principles* rather than *cases*. The men who have guided its destinies have always believed that the best results for the profession and for the community could be obtained only by grounding their pupils thoroughly in the principles of the law, with use of cases for illustration, rather than as primary objects of study.



ENTRANCE TO LAW SCHOOL

Another permanent characteristic of the School, impressed upon it by its founders, has been the prominence given to the study of text-books, and to recitations, as against a main dependence upon lectures. Thus the first published statement of the law course in the Catalogue of 1826, announced that "The students are required to peruse the most important elementary treatises, and are daily examined on the authors they are reading, and receive at the same time explanations and illustrations of the subject they are studying." Seventy years later, the Catalogue gives the corresponding notice as follows: "The method of instruction is largely that of recitations. It is the conviction of the

Faculty of this Department, as well as the tradition of the University, that definite and permanent impressions concerning the principles and rules of any abstract science are best acquired by the study of standard text-books in private, followed by the examinations and explanations of the recitation-room."

A third most honorable characteristic of the School was made evident as soon as it was fully adopted into the Yale family, and has been retained in conspicuous measure ever since. This is its sense of duty to the community and to the cause of higher learning which impels it constantly to extend the field of its usefulness beyond the requirements of a mere professional training school. The Yale Law School has never been content merely to prepare lawyers to win cases, important as that is acknowledged to be. In 1843, when it became the Law Department of the College, in addition to its regular undergraduate course, it offered two courses for persons who were not professional students; a general course, the object of which was "to communicate information to those who wish to attend to Jurisprudence as a branch of liberal knowledge," and a special course in Mercantile Law with apparent reference to the wants of business men. These courses were of necessity omitted for a short time when the fortunes of the School were at their lowest ebb, but were revived after the reorganization of 1869. In 1872, the Catalogue announced that "A course of study is also provided for those who do not intend to engage in the practice of the law, but wish to obtain a knowledge of its principles, to complete their education, or with reference to engaging in mercantile pursuits." After 1886, the wants of the two classes of persons referred to, were provided for in two carefully arranged courses which were outlined in the Catalogue. These were, a one-year course "for those who desire some acquaintance with the law as a preparation for business life," and a two-years course for those "desiring to acquire an enlarged acquaintance with our political and legal systems, and the rules by which they are governed." Those taking the second course might apply for the degree of Bachelor of Civil Law. In the remodelling of the courses which occurred in 1896, these special courses lost their distinctive character. Candidates for the degree of B.C.L. are classed as undergraduates, and are required to study three years, and a general promise is made to provide individually for those who may wish to take selected studies without being candidates for any degree. The introduction of a liberal list of electives into the regular course makes it easy to do this, and removes the occasion for putting in the Catalogue separate lists of studies for special students.

Thus the plan so long persisted in, of furnishing legal instruction for those who are not intending to be lawyers, while still kept in sight, has to a certain extent been merged in the movement for raising the standard of attainment for the legal profession. This the Yale Law School has undertaken to do in its three-years course, which encourages its pupils to lay broad and deep foundations for solid success, and in its graduate course, which "is only recommended to those who desire to fit themselves for something more than practising lawyers." In doing this, it confers a distinct benefit upon the community, as well as upon the legal profession.

Until 1869, the names of the law students were entered in the Catalogue in a single alphabetically arranged list, although the full course of study covered two years. In 1869, the students were divided into two classes, and the School entered upon the new period of its life with six Seniors and twelve Juniors. Announcement was made that a course

of study was provided for each class, but it was added, "members of either class may attend the exercises of both, and, so far as they are able, are recommended to do so." Evidently the course of study was in a somewhat primitive condition, and it remained so for a few years. But in 1874, the recommendation to attend both courses was dropped, and a graded course appeared in which students were to be advanced from one year to the next on passing a written examination on all the studies and lectures of the year.

The School was now fifty years old, reckoning from the year when its list of students first appeared in the College Catalogue. The anniversary was observed on June 24, 1874, by public exercises presided over by Hon. Morrison R. Waite, Chief-Justice of the United States. President Woolsey read an historical address, and Hon. Edwards Pierrepont delivered an oration. The occasion was indeed one for congratulation, for the School was on a better footing than it had ever been before. It was in possession of new and commodious quarters, its graduating class and total membership for the year were the largest in its history, and it had just adopted a course of study believed to be "more comprehensive than that of any other American Law School."

Down to this time no examination had been required for admission; but in 1875, an entrance examination for those who had not taken a College course was established. The subjects required were English Grammar, History of England and of the United States, and the text of the Constitution of the United States. In 1893, Roman History and English literature were added, and in 1897, the Latin language.

Soon after the School entered upon its second half-century, namely, in 1876, a notable step was taken in the interest of more thorough study of the law. Courses of graduate study covering two years were offered, the studies of the first year leading to the degree of Master of Laws, and the studies of the two years leading to the degree of Doctor of Civil Law. This was a pioneer movement in the history of law education in this country. Instruction had before this been given to graduates at other schools, as it had indeed at Yale, but never before, in any American Law School, had the movement "taken the shape of a definite and permanent scheme of advanced legal education, closing with the ordinary academical accompaniments of examinations, thesis, and a degree." The movement met with deserved success. Ten graduates remained for study the first year, and graduate classes of varying sizes have been enrolled each year since. In 1896, the number was twenty-one. The degree of M.L. has been given to a few successful candidates each year, with one exception. The higher degree of D.C.L. has been awarded much more sparingly.

While the prestige and usefulness of the School has been enhanced by the success of its graduate courses, the effort has been made to raise the standard of undergraduate scholarship with a view to the ultimate adoption of the first graduate year as a third undergraduate year. In 1882, the degrees were graded so that meritorious students thereafter have graduated "*cum laude*," "*magna cum laude*," and "*summa cum laude*." In 1885, a distinction was made between pass examinations and honor examinations, certain studies being designated which all must pass, and further examinations being offered for those who might wish to try for honors. In 1894, the studies were rearranged and electives were introduced.

When the graduate courses were first offered in 1876, it was believed that the views of the public with regard to the training needed by a lawyer would not support a

lengthening of the course beyond two years. It has been the aim of the Yale Law School to prepare the way for this change, both by raising the standard of the two-years course, and by holding up to view the first graduate year as a very desirable one for a practising lawyer. The increasing strength of the School, and advance in public opinion, made it possible to inaugurate the change in 1896, in which year a class entered for three full years of study prior to receiving the Bachelor's degree. It was a satisfaction to note that the class was a large one, exceeded in size only by two that had ever preceded it. This indicates gratifying public support of the effort to secure more thorough legal education. The absorption of the first graduate year into the undergraduate course made a change necessary in the basis of award for graduate degrees. Notice was accordingly given that in 1898, and thereafter, there would be a single year of graduate work leading to both the degrees of M.L. and D.C.L., the higher degree being reserved for those who "attain a high standard of proficiency."

Before 1869, the School was practically a local one, in that its students were mostly from Connecticut, and its courses were arranged to meet the needs of the practice in this State. When it was re-organized, its curriculum was broadened with a view to giving the essentials for practice in any State. This effort has been rewarded by increased attendance from distant parts of the country, and by a still larger relative increase in the size of the graduating classes. During the years from 1843 to 1869, inclusive, the whole number of students was five hundred and forty. Of these only one hundred and ninety-five graduated, and no class at graduation was larger than fourteen. For two or three years after 1869, the membership of the School continued very small, then it began to rise, and has continued to increase until in 1896, it was two hundred and twenty-four. The whole number of its students from 1870 to 1896, inclusive, has been nine hundred and eighty, and of these all but two hundred and twenty-two have graduated. The periods of time are the same, each twenty-seven years, and the figures show not only the very great increase of the School in recent years, but also that a much larger number than formerly in each entering class remain through their course and take their degree at Yale, instead of going elsewhere for graduation, or completing their studies in a lawyer's office.

No one of the professional schools has had a more healthful and encouraging growth during the past few years than the Law School. In common with the other schools it has steadily worked toward a high standard, and it has been especially fortunate in carrying public support with it, so that it has seen little if any cause for discouragement in the past twenty-six years. During that time its students have come in increasing numbers from distant States, and after graduation have gone into all parts of the country, and to foreign lands. Among its alumni are distinguished men who have borne witness to the value of their professional training, and by the importance of their work have extended the influence of Yale. They are to be found on the Benches of the United States Supreme and District Courts, among the Chief-Justices and Judges of several States, as Presidents and Professors of a number of State Universities, as distinguished diplomatists, and in other ways prominent in public life in this country and in Japan.

CHAPTER V

THE SHEFFIELD SCIENTIFIC SCHOOL

THE Sheffield Scientific School is a well-organized College, with its own governing board, methods of administration, and society system, quite independent of, and different from, those of the original Yale College. Yet it is intimately associated with the latter under the same University management, and in various undergraduate voluntary activities. "Yale College" aims to give its students an introduction to various avenues of mental activity, any one of which may after graduation lead to further professional study. Its young man's outlook is to widen a upon life, and develop his mental and moral powers symmetrically rather than to give him a technical training. The professional schools of the University on the other hand have it for their mission to equip young men for actual work in their respective professions. The Sheffield Scientific School occupies a position between the College and the professional schools, by combining to a certain extent the characteristic features of both. "It is devoted to instruction in the physical and natural sciences, and also to the preparation of young men for such pursuits as require special proficiency in these departments of learning. Instruction is also given in French, German, Spanish, English, History, Political Science, and Political Economy, and the wants of many who are attracted by the study of the Natural and Physical Sciences, or who in the stress of modern life are unwilling to give four



BENJAMIN SILLIMAN STATUE

years to a general course, to be followed by two or three years of professional study. It is strictly a modern institution, the fruit of the marvellous development of the physical sciences in the last fifty years. In its special aims, its methods of study, and the treatment of its students, it is such an institution as could not have been dreamed of by the early founders of Yale. Yet in some respects the circumstances of its foundation and the basis of its success have been like those of the older College. Both were planted and kept alive in spite of great discouragements, and finally succeeded because devoted men thoroughly believed in them, and were willing to make sacrifices for them. But the period of adversity for the Sheffield School was relatively short, for its membership is now larger, and its equipment more complete, than anything the older College could have shown at the end of one hundred and fifty years from its foundation.

The first hint of such a School is to be found in the few advanced students whom Professor Silliman, Sr., gathered about him, and to whom he gave the opportunity to carry on original investigations in his Laboratory. In 1842, owing to the pressure of his many public engagements, he turned these private pupils over to Benjamin Silliman, Jr., who continued his father's work in a room in the old Laboratory set apart for the purpose. This was the germ of the Sheffield Scientific School, concerning which the opinion was expressed in the Baltimore "American" at the time of President Woolsey's death that "the most important educational movement of the century in America probably is the foundation, under his Presidency, of the Sheffield Scientific School of Yale University." An eminent educator at the opening of Johns Hopkins University also declared it the beginning of true University education in this country. It came in answer to a new popular demand for technical instruction, especially in chemistry, which the classical Colleges did not consider it a part of their mission to give. The period was one in which new methods of communication by ocean steam-navigation and by electric telegraph were enlarging the field of business enterprise, and awakening new ambitions. Chemistry applied to the arts was then in its infancy, and its coming triumphs in revolutionizing existing industries and establishing new ones were beginning to be seen. Especially were the possibilities of scientific farming through a better knowledge of agricultural chemistry beginning to be realized, as commercial fertilizers were just coming into use. There was consequently an eager demand for a "New Learning," different from that of the classical Colleges, and the Scientific School at Yale was a pioneer in the effort to meet this demand. It is this which gives it historically its great importance.

For several years it remained strictly a private enterprise, receiving no recognition from the College. But in 1846, Professor Silliman and his son presented a memorial to the Corporation setting forth the importance of the new movement, and the desirability of giving it official recognition. At the same time a friend offered a small amount toward the endowment of a new Professorship if the remainder could be obtained from other sources. The Corporation accordingly established two new chairs of instruction, namely, Chemistry Applied to the Arts and Agricultural Chemistry. To the first was appointed Benjamin Silliman, Jr., and to the second John P. Norton. In the following year, the Department of Philosophy and the Arts was organized to include the newly adopted School, and such other graduate non-professional courses as might be given by other Professors. It was nominally for graduates, but non-graduates were freely admitted, and for a number of years no distinction was made in the Catalogue between the two sets of students.

Professor Silliman, Jr., graduated at Yale in 1837, and then became his father's assistant in the work of the department, and in the conduct of the "American Journal of Science and Arts." Shortly before his appointment to the new Professorship, he went to New Orleans on invitation from prominent men in that city, and gave a course of lectures on Agricultural Chemistry which "it is believed was the first course of lectures on that subject given in the United States." From 1849 to 1854, he was Professor of Chemistry in a Medical College in Louisville. Returning to Yale in 1854, he took up a part of the work of his father, who resigned in that year. Thenceforth for many years he was connected with the College and the Medical School.

Professor Norton was an early student of Professor Silliman's, and at that time

gave evidence of his great ability. On receiving his appointment in 1846, he went abroad for study, and in the following year returned and commenced his work. This he did out of pure love for science and for Yale, for there was no salary connected with his chair. The proposed endowment mentioned above was not secured. Three hundred dollars a year came for a few years from the friend who started it, but this went only part way toward paying expenses. The old President's house on the College square, which President Woolsey did not care to occupy, was leased to the two Professors, who at their own expense fitted it up, and here the young school found its first home.

In 1852, events occurred of considerable importance to the School. At Commencement in that year the Corporation for the first time granted the degree of Bachelor of Philosophy to those who had studied satisfactorily in it for two years. "As this involved a final examination, it was the earliest step taken in elevating the standard of acquirement, and giving to the School a position and public recognition among the other departments of the College." This action of the Corporation was secured mainly by the efforts of Professor Norton, and it was his last important work for the School, for his death occurred shortly after Commencement.

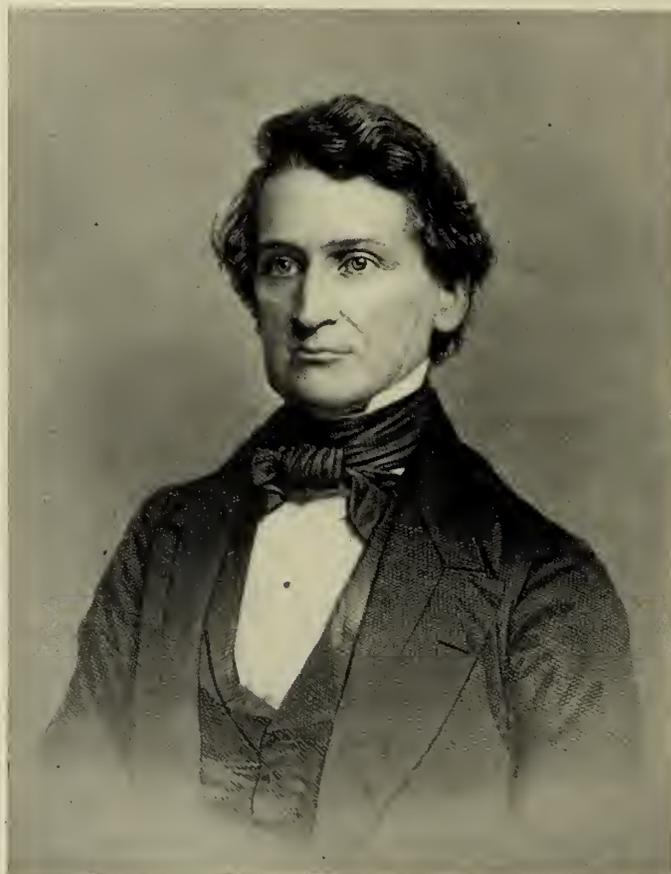
As a boy Professor Norton had chosen to be a farmer, and his father had wisely decided that he should have the best possible education for that calling. Accordingly, during six years he spent his summers in practical farm-work, and his winters in study in Albany, Boston, Brooklyn and New Haven. His experiences during these years brought home to him with great force the need of scientific agriculture in this country, and he determined to prepare himself for the work of teaching agricultural chemistry. For the better accomplishment of this, he went to Edinburgh and spent two years in the closest application to study. Coming home in 1846, he was appointed Professor of Agricultural Chemistry at Yale, as before stated, and "this was the earliest establishment, in any College in the land, of a Professorship of Agricultural Chemistry, or of Agriculture in any special sense." At the time of his death he was "recognized as the most eminent authority in this country on matters pertaining to Agricultural Chemistry." Concerning the obligation of the Scientific School to him, Professor Brewer says, "I cannot but think that his sound common-sense, his brilliant faculties amounting to genius, his zeal for science, the self-denying earnestness with which he devoted himself to his chosen work, the faithfulness with which he served his pupils, the spirit he infused into them and the tone and character he gave to the School and the department, constitute the real foundation which has made possible the degree of success the School has since had."

Professor Norton's successor in the Chair of Analytic and Agricultural Chemistry was John A. Porter, who had just resigned the Chair of Chemistry at Brown University. "Professor Porter, besides his scientific attainments, was a man of unusual taste in literature, and it is perhaps due more to him than to any one else that the direction was early given to the School toward imparting a culture broader than that which could be afforded by an education in any one specialty. One incidental and unexpected result of his appointment turned out to be the most important of all. It attracted to the School the attention of his father-in-law, Mr. Joseph E. Sheffield, with whose name and memory both its present and its future are now inseparably connected."

Recurring to the events of 1852, in that year a Professorship of Civil Engineering was established, and Professor William A. Norton was elected to it. He too had just

severed his connection with Brown University, and coming at once to Yale, he brought with him twenty-six of his pupils. They took possession of the attic of the old Chapel, where the School of Engineering was conducted until 1860. There was at first no connection between this School and that of Chemistry, except that both were included in the Department of Philosophy and the Arts, and the students of both were candidates for the degree of Bachelor of Philosophy.

Down to this time no distinction had been made between graduates and non-graduates in the new department. But the Schools of Chemistry and Engineering, with their easy terms of ad-
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 The Faculty cons-
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JAMES D. DANA

Dana, W. A. Norton, Porter, Brush and Johnson, with the President of the University, were now constituted a Governing Board to administer the affairs of the School, which was thus given an official standing apart from the other courses included in the Department of Philosophy and the Arts.

This increased interest in the School was partly due to Professor James D. Dana, who had been from the first its earnest friend and promoter. He called public attention to it in an address delivered at the Commencement of 1855, and after that as long as his health permitted he gave instruction in Geology to the scientific students without pecuniary remuneration. Indeed, with all the Professors in the School, their work from the beginning had been, and for a while longer continued to be, largely a labor of

love. The College needed all the money it could get, and more too, so that it had nothing to spare. The School had no funds of its own, and the fees from students were small. Yet those in charge of the School labored on with a single-minded devotion to the advancement of science, and with a manly faith in the future, which cannot fail to bring to mind the noble aims and self-sacrificing spirit of the early founders of Yale. Indeed, at every important onward step in its career, Yale has been blest in commanding the services of just such men, and they in turn have won the confidence of another class of benefactors, from whom the College has received such great enlargement in recent years.

One of these appears upon the scene now in the person of Mr. Joseph E. Sheffield.

Mr. Sheffield was one of the leading business-men of the country in the first half of the century. He commenced his business career in Newbern, North Carolina, where he formed a partnership with a New York house in 1813, and soon gave evidence of his great ability by his successful management during the commercial upheavals which followed the peace of 1815. He went through the course of a journey to the primitive village of one thousand inhabitants. His keen eye at once detected the natural advantages of the place, and he rethither, where "he became one of the largest shippers of cotton in the country, and the confidential adviser of Mr. Nicholas Biddle in the direction of the United States Bank."



JOSEPH E. SHEFFIELD

In 1835, he returned North to his native State and chose New Haven for his future home. Here he had a hand in several important public enterprises of the day. Finding the project of a canal to Farmington in a state of collapse, he took hold of it and completed the canal to Northampton, advancing the necessary funds. Afterward, seeing among the earliest that the railroad was destined to supersede the canal, he advocated the change, obtained a new charter, and made the necessary advances. In both these enterprises Mr. Henry Farnam superintended the engineering work. "To Mr. Sheffield also belongs the credit of being one of the chief projectors of the railroad between New York and New Haven." He and Mr. Farnam were also engaged in building the Chicago & Rock Island Railroad.

When Mr. Sheffield became interested in the Scientific School, the cramped quarters in the old President's house and the Chapel attic were becoming wholly inadequate to its growing needs. In 1859, he purchased the Medical building at the head of College Street, and remodelled it, adding a wing on each side, the chemical laboratory being

on the west, and rooms for engineering and metallurgy on the east. The building, even with these additions, was much smaller than it is now, and lacked the tower in front.

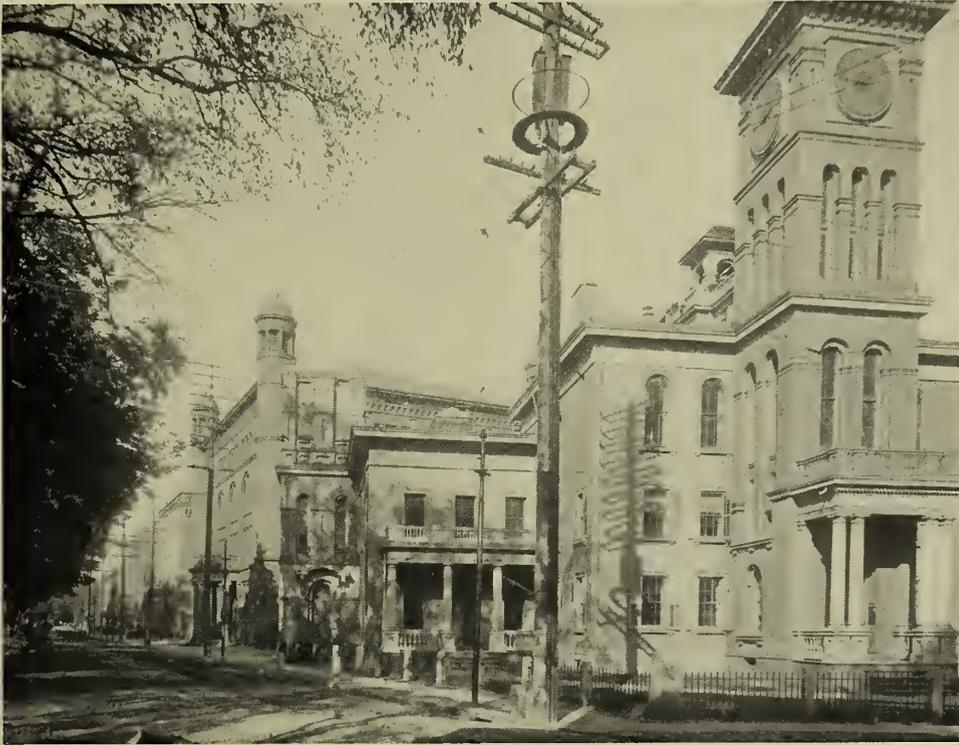
In the summer of 1860, the renovated building was formally presented to the Corporation for the Scientific School, which at once moved into its new quarters. Mr. Sheffield also rounded out his handsome gift with a fund of \$50,000, the income of which was to go toward the payment of salaries. The early experience of the College with Governor Yale's bounty was being repeated. As on the former occasion, a friend now appeared when most needed, and by his timely gift ensured the continuance of the institution he favored. And, as at the "splendid Commencement" of 1718, the College was named in honor of its benefactor, so also at the Commencement of 1861, Mr. Sheffield's liberality was worthily commemorated by the bestowal of his name on the School, henceforth known as the Sheffield Scientific School.

Mr. Sheffield's gift put the School on a reliable basis, and important changes, indicative of confidence in its future, were promptly made. One of these was the rule adopted in 1859, made operative in 1861, requiring entrance examinations. Another was the lengthening of the course of study from two years to three. This was done in the Chemical course in 1861, and in the Engineering course in 1863. The effect of these measures was highly salutary, adding to the dignity of the School, and the value of its instruction, and tending to improve the quality and industry of its students.

Tending strongly also in the direction of strengthening the School was the addition of Professor William D. Whitney, one of the foremost of living linguists, to its teaching force. He was already University Professor of Sanskrit in the Graduate School, and now became Instructor of Modern Languages in the Scientific School. Of his connection with the School Professor Lounsbury has written, "It was not alone an accession to the direct force engaged in teaching that he brought, nor even the moral weight of his acquirements and reputation. His presence was a positive element on the side of higher education, independent of the subjects taught. . . . In great measure to Professor Whitney's counsels and influence must be ascribed the fact that in the Sheffield Scientific School there has never been any conflict between the study of Language and the study of Natural Science; that the importance of each branch has been fully recognized, and by none more cordially than by those engaged in the teaching of the other."

The School, with its own building and endowment, its organized Faculty, its examinations for admission, and its well-defined courses leading to a Bachelor's degree, now took its place by the side of the older Yale as a second undergraduate College of the University. Its progress has been steady in the scope of its instruction, the size and value of its equipment, and the number of its students. Starting with two courses, Chemistry and Engineering, eight others have been added, so that the whole list now is Chemistry, Civil Engineering, Mechanical Engineering, Agriculture, Natural History, Mineralogy and other studies preparatory to Geology, Biology preparatory to Medical studies, studies preparatory to Mining and Metallurgy, select studies preparatory to other higher studies. Each of these courses occupies two years, and the whole group is preceded and introduced by a general course of one year which is obligatory on all who enter the school as Freshmen. At the close of Freshman year each student chooses one of the ten courses as the one which he will follow during the remaining two years. One of these courses calls for special mention, namely, Agriculture.

The early interest taken by the Sheffield School in Scientific Agriculture has already been mentioned. Concerning this, and the great results which have come from it, President Gilman in his semi-centennial discourse said: "Every State in the Union now has its College of Agriculture and the Mechanic Arts. It was not so when Norton came to Yale. He was a pioneer in the Scientific Agriculture of the United States; and with a longer life would have accomplished much more; for he knew how. He set the pace. When his mantle fell upon Porter, a student of Liebig's, twenty-six leading agriculturalists, from every part of the country, were brought to New Haven for a conference of many days, and it would not be difficult to show that this unique primeval example of University



SHEFFIELD SCIENTIFIC SCHOOL

extension had a powerful influence in promoting, on right principles, the study of Agriculture. This was in 1860. It was estimated that five hundred persons from a distance came here to follow more or less of these lectures and discussions. Consequently, came the national grant, associated with the name of Senator Morrill, an enactment due in no small degree to influences here put forth. From this congressional bounty, Cornell, Madison, Minneapolis, Berkely and other Universities of the Western States derive a considerable part of their revenues."

The Morrill Act referred to was passed in 1862, for the encouragement of instruction in Agriculture and the Mechanic Arts. The several States were permitted to use the donation for the establishment of new Colleges, or for the endowment of existing ones at their discretion. The amount which Connecticut received was \$135,000. This sum was too small to start a new College with, especially as the Act of Congress decreed that no

part of it should be expended on buildings. The Sheffield Scientific School, already partly equipped for the work, was admirably fitted to carry out the purpose of Congress in the most effective and economical manner. Moreover, its selection as the recipient of the congressional aid would be an appropriate recognition of the pioneer work it had already done in the interest of better agricultural education. Accordingly the Legislature very wisely granted the interest of the fund to the School on condition that



SOUTH SHEFFIELD HALL

tuition money equal to one-half the interest should be remitted to such students as the State might designate. At the same time the Governor and other State officers were constituted a Visiting Board to inspect the School annually and see that the conditions of the grant were complied with. On this basis the State and the College executed a contract in 1863, and the interest, amounting to over \$6,000, was paid to the School. In order to furnish the instruction contemplated in the Act of Congress, the course in Agriculture was established, and this, with the provision already made for the Mechanic Arts, met the requirements of the Act in the fullest and most satisfactory manner. The importance of this aid to the School was very great. It supplemented Mr. Sheffield's

bounty in the most effective manner, and removed whatever element of doubt might yet have remained respecting the permanence of the School.

Beginning with 1863, the income of the fund was paid to the School regularly for twenty-four years. In 1886, a desire was manifested in certain quarters to divert the money from the School, and accordingly the whole subject of the relations of the School to the State and to the Act of Congress was carefully investigated by legislative committees in two successive years. The result was the unanimous passage of a resolution by the Legislature in 1887, affirming the validity of the contract of 1863. In 1890, Congress supplemented its Act of 1862, by making provision "for the more complete endowment and maintenance of Colleges for the benefit of Agriculture and the Mechanic Arts now established, or which may hereafter be established, in accordance with" the Act of 1862. The additional income was paid to the School in 1890, '91 and '92. It was \$15,000 the first year, and was to increase by the addition of \$1,000 each year until it amounted to \$25,000, which sum was to be paid annually thereafter. The friends of the School naturally supposed that it would remain the permanent beneficiary of the enlarged endowment, and were pleased at the prospect of the expansion thus made possible.

But the bounty of Congress had now grown to be so large a "plum" that the temptation to make a raid upon it became irresistible. Accordingly in 1893, the Legislature passed an Act establishing the Storrs Agricultural College at Mansfield, Connecticut, as a State institution, and diverting to it the whole amount of the income hitherto paid to the Sheffield Scientific School. A clause in the Act of 1890 appeared to open the way for the establishment of a new School, and the payment to it of the money granted by that Act. But the University authorities considered that the taking from them of the income from the earlier fund of 1862, was a clear violation of contract. They were the less willing to submit to this because they had more than fulfilled their part of the contract, and had incurred considerable expense in providing permanent accommodation for the students which it brought to them. Accordingly suit was brought against the State, and the decision was in favor of the Sheffield School. The matter was then referred to three commissioners, who unanimously awarded to the Scientific School the whole amount of the grant of 1862, with interest since 1893, when the State had stopped its annual payment. This sum, amounting to nearly \$155,000, was paid by the State and added to the funds of the School, free from the conditions imposed in 1863. The College authorities still believed that if the Act of Congress of 1890, were interpreted according to its probable intent, the Sheffield School would be the permanent recipient of the benefits of that Act. But on receiving from the State the sum awarded by the commission, all further claim was abandoned.

During the period of its connection with the State, in addition to the instruction furnished according to agreement, an important service was rendered by Professor Johnson which President Gilman speaks of as follows: "Early in the seventies he began to advocate the establishment of Experimental Stations, and in due time had the satisfaction of seeing them established throughout the Union, while he became Director of that in Connecticut. This achievement alone reflects great distinction on the Sheffield School. If it had done nothing but make and uphold this idea, its cost would have been repaid."

With the expansion of the work of the School has come the necessary enlargement of its teaching force. In 1859, Rev. C. S. Lyman was appointed Professor of Industrial

Mechanics and Physics. In 1872, the title of his chair was changed to Sheffield Professorship of Astronomy and Physics, and in 1884, it was divided, Professor C. S. Hastings taking Physics, and Professor Lyman retaining Astronomy until he retired as Emeritus Professor, in 1889, a year before his death. From 1863 to 1872, Daniel C. Gilman was Professor of Physical and Political Geography. In 1864, William H. Brewer was appointed Norton Professor of Agriculture, Addison E. Verrill Professor of Zoölogy, and Daniel Cady Eaton Professor of Botany. The following year Alfred P. Rockwell was appointed Professor of Mining and served until 1868. From 1872 to 1880, General Francis A. Walker was Professor of Political Economy, and was followed by Henry W. Farnam. In 1871, Oscar D. Allen



NORTH SHEFFIELD HALL

was chosen Professor of Metallurgy, and in 1874, was transferred to Analytical Chemistry, while Professor Johnson gave his attention more exclusively to Agricultural Chemistry until 1896, when he retired as Emeritus Professor. In 1870, William P. Trowbridge was appointed Professor of Dynamical Engineering. He retired in 1877, and Augustus J. Du Bois was appointed to the chair, from which he was transferred in 1884 to that of Civil Engineering. Charles B. Richards was then elected to the chair, the title of which was changed in 1886, to Mechanical Engineering. In 1871, Thomas R. Lounsbury was chosen Professor of the English Language and Literature, and in 1873, John E. Clark became Professor of Mathematics. In 1875, William G. Mixter was appointed Professor of Chemistry, and Sidney I. Smith Professor of Comparative Anatomy. In 1882, Russel H. Chittenden became Professor of Physiological Chemistry. In 1893, Horace L. Wells was made Professor of Chemistry, and Samuel L. Penfield Professor of Mineralogy, both having

served as Assistant Professors since 1888. In 1897, Louis V. Pirsson, Assistant Professor of Inorganic Geology, was elected Professor of Physical Geology, and Charles E. Beecher Professor of Historical Geology. From 1891 to 1897, Arnold Guyot Cameron was Assistant Professor of French, and the following are now Assistant Professors: Samuel E. Barney, Civil Engineering; Frederick E. Beech, Physics; Wilbur L. Cross, English; Percy F. Smith, Mathematics; Robert N. Corwin, German; and Lafayette B. Mendell, Physiological Chemistry.

In addition to these, the names of many faithful instructors might be given who have done their part toward making the Sheffield Scientific School what it is to-day. But the credit of its success is mainly due to the permanent Professors, for in addition to



SHEFFIELD BIOLOGICAL LABORATORY — FORMERLY SHEFFIELD MANSION

filling their respective chairs of instruction, they have constituted the Governing Board, in whose hands practically the entire administration of the School has been left. The Corporation, in the matter of starting and developing the new College, wisely adhered to its traditional policy in the management of the older Yale. The Governing Board was constituted, as before mentioned, in 1856. In 1872, it was given a formal organization by the election of one of its number as Executive Officer. The choice naturally fell upon Professor George J. Brush, who had been one of the earliest students in the School, had graduated in its first regular class, had been a member of the Governing Board since its organization, and throughout the history of the School had been largely instrumental in making it a success. Professor Brush was chosen at first for one year, then by successive elections for longer periods, so that now at the end of twenty-five years of continuous service he is still the honored and efficient head of the School with the title of Director.

As the School expanded its work, the need of more room was felt. Responding to this, Mr. Sheffield in 1865, enlarged the School building by putting up a three-story addition in the rear, containing chemical laboratory, lecture-room and library, a tower in front with clock and revolving turret containing a telescope, and a smaller tower containing a massive pier and a meridian circle. Five years later, in 1870, the School had again outgrown its accommodations, and Mr. Sheffield again came to the rescue. He purchased land on Prospect Street north of the Sheffield building, and erected on it another building which was named North Sheffield Hall. This he equipped throughout. It is built of red brick with white brick trimmings arranged in stripes, producing a somewhat unusual effect. It was arranged for the uses of the Engineering courses, Physics and Botany. In the rear a small observatory was built, where time observations were made for the School and the city until the Winchester Observatory was built. In 1882, Mr. Sheffield died, leaving his home property on Hillhouse Avenue, which joined the School grounds on the east, to the School, subject to 1889, the School session, and Mr. residence was oc- logical Labora- mentioned in this but a part of Mr. the School. Dur- kept it constantly its wants, and sup- without solicita- without any an- intention. Among aside from land were a fund of fessors' salaries, one-half of a fund in 1869, by friends



WINCHESTER HALL

its endowment. His benefactions to it were in all more than a million dollars.

In 1891, the increasing classes were again crowding the buildings available for their instruction, sufficient room for individual laboratory work being one of the essentials of a School of Science. Accordingly a new building was erected during the following year, and was named Winchester Hall as a memorial of Hon. Oliver F. Winchester, and in honor of Mrs. Winchester who gave the money for it while it was going up. This is, in its outward appearance, the most satisfactory of all the Scientific buildings. It has a frontage of one hundred and fifteen feet on Prospect Street, is eighty-four feet deep, and four stories high, of red brick with terra-cotta trimmings. A skilful grouping of the large windows at once relieves, and adds a touch of grace to, the otherwise plain walls, while the four towers at the corners, admirably proportioned to the rest of the building, lift it at once above the commonplace of four brick walls, and give it a massive dignity most pleasing to the eye. It is designed especially for the courses in Civil and Mechanical Engineering, for which large well-lighted rooms are provided on the first and third floors. The second

a life interest. In came into full pos- Sheffield's former cupied as a Bio- tory. The items account formed Sheffield's gifts to ing many years he in mind, studied plied them, always tion, and often nouncement of his his larger gifts, and buildings, \$130,000 for Pro- and more than of \$150,000 given of the School for

floor contains laboratories for work in Physics, especially in Electricity as applied to Electrical Engineering. The fourth story consists of two large rooms, useful for examinations and public gatherings. In 1895, the need of more room again became pressing, and the Corporation erected a new Chemical Laboratory. This is a red-brick building on Prospect Street, at the northern end of the Scientific row. It furnishes table-room for chemical manipulation to two hundred and thirty-five persons, and its lecture and recitation rooms will seat three hundred and twenty-two. It is furnished with the most approved appliances for chemical work, and for spectroscopic and other physical work connected with Chemistry. Abundance of fresh air is supplied by a revolving fan, and fifty-seven hoods carry off the noxious gases.



SHEFFIELD CHEMICAL LABORATORY

Mention has been made several times of the increased size of the classes. For the first few years, and during the Civil War, the classes were small, thirteen being the largest number of graduates in any one year, and the whole number of graduates during the first sixteen years being one hundred and thirty-six. Beginning with 1868, the classes for five years graduated in the neighborhood of twenty-five. From 1874 to 1884, inclusive, the classes at graduation varied very little from an average of forty-four. Beginning with 1885, the fifty mark was safely passed, and the classes grew rapidly until 1897, when the graduating class numbered one hundred and seventy-six. The whole membership of the School as shown in the Catalogue of 1896-7 is five hundred and fifty-three. Of these the three undergraduate classes number four hundred and eighty-five.

The School which has grown to such a goodly size bears in important respects the impress of its earliest years. It was started by a few men who were eager to discover

and impart scientific knowledge. The few pupils who came to them were to a considerable extent their assistants in exploring the fields of knowledge then beginning to open. For such students there seemed little occasion for furnishing anything but an opportunity to work; hence they were left to make their own personal arrangements as they pleased, and the momentum of this early practice lasted after the numbers had increased and the desire to work had become perhaps not quite so universal. Furthermore, while the originators of the School fully appreciated the importance of fitting their pupils for highest usefulness to the community, the time had gone by when such men would feel called upon to furnish preparation "for service in Church or State." So it has come about that the School has no dormitories, and does not require attendance upon religious exercises. In these two particulars there is a marked difference between the two undergraduate sections of the University, which may in time lead to important results. The lack of dormitories is partly supplied by the students themselves, who have built chapter-houses in connection with their societies. But these houses are open only to members of the respective societies, who are thus kept together and apart from their fellow-students more than is the case in the College dormitories. That is, the Sheffield students have no adequate substitute for the campus life which Yale men so highly prize. While the absence of dormitories is likely to produce its effect upon the Scientific students as Yale men, the entire freedom which they enjoy in the matter of attendance upon religious exercises may in time react upon the older College. It may hasten the day when the College church, by important modifications of its relation to the students, will become a true University Church.

On the twenty-eighth of October 1897, the Sheffield Scientific School celebrated the fiftieth anniversary of its foundation. The occasion was one of deep interest to the friends of the School, as they looked back on what it had accomplished in the work of its teachers and graduates. The commemorative address was delivered by President Gilman of Johns Hopkins University, who recounted the marvellous discoveries of the past fifty years, and the important contributions of the Sheffield School to the activities of the age. Referring to the brotherhood of institutions born during this period, all engaged in extending the bounds of knowledge, he gracefully added,—“For one such institution, now celebrating its majority, permit me to acknowledge with filial gratitude, the impulses, lessons, warnings and encouragements derived from the Sheffield School, and publicly admit that much of the health and strength of the Johns Hopkins University is due to early and repeated draughts upon the life-giving springs of New Haven.”

Concerning the graduates of the School, President Gilman went on to say: “Nearly two thousand men have here been graduated, and many more have been well trained, according to their aptitudes, in science and in the applications of science to the useful arts. Many of them have proceeded to higher degrees, or have entered at once upon places which led up to a participation in the construction of public works, the conduct of industrial establishments, the charge of mills, mines, surveys and explorations, and the promotion of public health. Others, and some of the ablest, have entered upon the study of medicine. A large number have been called to chairs of instruction and investigation.”

CHAPTER VI

THE GRADUATE SCHOOL

GRADUATE instruction, apart from that leading to one of the three "learned professions," was probably not thought of at Yale before the present century. Its beginnings can perhaps be traced in the comprehensive plans of President Dwight, who, as one of the founders of the Connecticut Academy of Arts and Sciences in 1799, showed his desire to encourage independent research, and the acquisition of knowledge in other fields than those which had hitherto been almost exclusively cultivated. "Resident Graduates" came here for study during his term of office, but it is not known to what extent their studies were other than theological. The catalogue of 1814, contains the names of seventeen, the first official record of their presence, and the list is continued in succeeding catalogues, rising in one year to thirty-one, until 1824, when it suddenly disappears. But in that year, "Theological Students" are entered for the first time, and the presumption is that they are simply the "Resident Graduates" appearing now under their proper descriptive title. In 1826, appear the names of four Resident Graduates, and as the students of the three professional Schools are all separately entered, we doubtless have here the first reliable list of non-professional graduate students. Three of these were Bachelors of Arts from Amherst College, one being Charles U. Shephard, afterward for many years a Professor at Amherst, and well known for his mineralogical collections. For the next twenty years, with a few exceptions, lists of graduate students appear in the Catalogue, the largest number for any one year being seven. Among these were Robert McEwen and Gordon Hall, afterward prominent clergymen; B. G. Northrup, the well-known Superintendent of Education in Connecticut; Noah Porter, James D. Dana and Denison Olmsted, Professors at Yale; and William L. Kingsley, for many years Editor of the "New Englander." The instruction of this class of students is known to have appealed especially to the scholarly enthusiasm of President Woolsey during the years of his Professorship, and their claims always received his special attention. Professor Thacher also, with his usual forethought, expressed at an early date his desire that provision might be made for them.

In 1841, an important step was taken in the appointment of Edward E. Salisbury as Professor of Arabic and Sanskrit. This was the first provision made for the instruction of graduate students by other than College Professors whose attention was mainly given to undergraduates. It was also the first recognition in this country of the importance of Sanskrit in the study of language, and, so far as demand for instruction went, was in advance of the time. For eight years no student presented himself; then two came. They were William D. Whitney and James Hadley. The former had taken his first degree at Williams College, and came to Yale for graduate study, attracted by Professor Salisbury, who was the only Professor of Sanskrit in the country. He studied here one year, in 1849-50, then went to Germany for three years. He returned to Yale in 1854, and took the Chair of Sanskrit which had been vacated for him by Professor Salisbury, who retained the Chair of Arabic two years longer.

Professor Whitney's appointment came at a time when the Graduate School was beginning to emerge clearly to view as a distinct section of the new Department of Philosophy

and the Arts. This, as is elsewhere stated, commenced in 1847, and was opened to "graduates and others." That year there were eleven students, five of whom were undergraduates. Contrary to expectation, the number of the latter greatly increased, so that in 1852, it was found best to classify them in separate Schools of Chemistry and Engineering, leaving two graduates who were not pursuing those studies. These were Daniel C. Gilman and Hubert A. Newton. In 1854, the year of Professor Whitney's appointment, the courses in Chemistry and Engineering were brought together under the title "Yale Scientific School," and the following year a scheme of lectures and instruction designed especially for graduates not in the Scientific School appears.

In 1861, the degree of Doctor of Philosophy was conferred for the first time, and its recipients were Eugene Schuyler, James M. Whiton and Arthur W. Wright. These three scholars, since so well known in their respective lines of work, were, so far as academic form goes, the first finished product of the Yale Graduate School. Yale was the first institution in the United States to confer this degree on the basis of at least two years' resident graduate work, with a final examination and thesis giving evidence of high attainment. It furnished to young men of ability and ambition, but moderate means, the opportunity to earn this most highly prized of all academic degrees without going abroad, and at the same time gave a notable impulse to the cause of advanced scholarship in the United States.

The award of the degree in 1861, gave consistency and dignity to the courses leading to it, though much remained to be done in the way of development and further organization of a Graduate School. In 1872, the Department of Philosophy and the Arts was reorganized, as elsewhere mentioned, so as to include all the sub-departments of instruction outside the three Professional Schools, and the graduate students, both of letters and science, in the new Department, were entered in a single list in the Catalogue. At the same time the Graduate School was given a definite organization by the appointment of an Executive Committee to "receive and record the names of applicants for instruction, and judge and approve the courses of study proposed." Shortly after, the number of degrees to be awarded in the School was increased. These at first were Doctor of Philosophy and Civil Engineer. In 1873, that of Mechanical Engineer was added. In 1874, the degree of Master of Arts, hitherto given in course to Bachelors three years after graduation on payment of five dollars, was rescued from its comparative worthlessness as a certificate of longevity and pecuniary ability, and was made to depend upon one year of non-professional study. In 1897, the degree of Master of Science was established.

In 1892, the organization of the School was further improved by the appointment of Professor A. T. Hadley as Dean. At the same time a step of much significance was taken, in the opening of the School to the graduates of Women's Colleges, who were invited to come here and study for the degree of Doctor of Philosophy. This practical recognition of the needs of women, and of their right to participate in the advantages of the more highly specialized courses to be found only at the larger Universities, was accorded to them in New England first at Yale. This move was received with much interest in academic circles, and has met with a fair measure of success. The matter of pecuniary assistance, combined with honorable recognition of merit, was also taken up. Five fellowships of \$400 each, and twenty scholarships of \$100 each, were established by the Corporation. These were to be open to all members of the School, though the fellowships were to be given by preference to students in their second year who had shown marked ability in the first. In 1895, Professor

Phillips succeeded Professor Hadley as Dean, and was established in a convenient office where he zealously looks after the interests of the School. In 1896-7, its membership was two hundred and twenty-seven, including thirty-one women, an increase of fourfold in ten years.

The Faculty of the School consists of the Professors of the four sub-departments of the Department of Philosophy and the Arts, with Lecturers and Instructors wherever available, and University Professors whose time is given mostly to research. The latter have been few in number, owing to the very limited resources of the University. One of Yale's greatest needs to-day is large endowment for University Professorships which will furnish opportunities for lives devoted to the highest work of the scholar, such as are hardly possible when time and strength are mainly given to undergraduate teaching. It is no disparagement of the work of the teacher to say that in practice it is apt to interfere with the best work of the scholar. Both are necessary to the highest usefulness of a University, but in the assignment of work, the best results can be obtained by a judicious release of some from undergraduate teaching, rather than by the requirement of substantially the same amount from all. The University Professorship furnishes the golden opportunity for advancing the bounds of knowledge along scholarly lines.

Mention has been made of the appointments of Professors Salisbury and Whitney. In 1866, Othniel C. Marsh was appointed Professor of Palæontology. His work has been done mainly in connection with the Peabody Museum. In 1871, Josiah W. Gibbs was appointed Professor of Mathematical Physics. In 1877, Samuel Wells Williams, the well-known and eminent student of Chinese language and history, accepted a Professorship of Chinese, which he kept until his death in 1884. In 1886, William R. Harper came as Professor of Semitic Languages, and Arthur T. Hadley was appointed Professor of Political Science. These appointments awakened much interest, and the membership of the School was nearly doubled in five years. At the end of that time Professor Harper left to assume the duties of President of the Chicago University, and Professor Hadley was transferred to the Chair of Political Economy in the College. In 1895, Edward W. Hopkins was appointed Professor of Sanskrit to succeed Professor Whitney, who died in 1894.

From the date last given it will be seen that Professor Whitney was connected with the Graduate School for forty years, which is substantially the whole period of its existence. In a certain sense he was the gift of Professor Salisbury to Yale. It was Professor Salisbury who as his teacher in 1850, discovered his special gifts and encouraged him to cultivate them, then in 1854, made a place for him by giving up to him a portion of his own work, and again in 1869, made it possible for him to remain here by endowing for him the Chair of Sanskrit and Comparative Philology. In that year President Eliot signalized the first month of his Presidency by inviting Professor Whitney to Harvard, and the latter would have felt constrained by financial considerations involving the welfare of his family to accept, had it not been for the prompt and generous action of his former teacher and life-long friend. Concerning this invitation Professor Lanman of Harvard has said, "It reflects no less credit upon Mr. Eliot's discernment of character and attainments than upon Mr. Whitney's surpassing gifts, that the youthful President should turn to him, among the first, for aid in helping to begin the great work of transforming the Provincial College into a National University." Professor Whitney gladly remained at Yale and made it a centre of Philological study for the country. Of his work here Dr.

Ward of the "Independent" has said, "What Harvard did for the science of life in America through Agassiz, Yale did for Indo-European philology through Whitney."

Important agencies in carrying on the work of the School are the clubs, of which there are now eleven, namely, the Classical, Mathematical, Political Science, Philosophical, Semitic, Biblical, Comparative Religion, Modern Language, English, Physics Journal and Engineers, Clubs. The older ones are in a measure revivals of earlier organizations for the promotion of original research; but in their present form they have appeared within the past twenty years, and most of them quite recently. Their membership consists of the instructors and graduate students in the department of study indicated by the name of the club. Their meetings furnish opportunities for interchange of views between teachers and pupils, and thus supplement in a most useful way the more formal instruction of the class-room. In the language clubs, authors are read and discussed. In nearly all, papers are presented which embody the results of individual investigations, and the most important of these have been subsequently read before various larger organizations and printed in their transactions. The Physics Journal Club does not aim at research, but has for its object the reading and discussion of the various periodicals in the field of Physics. Several of the clubs have rooms set apart for their use, and the Classical Club is especially favored in having a commodious, well-lighted room, and a good working-library of its own. For some years it occupied the upper story of the "Old Chapel;" but when Phelps Hall was completed, it moved into the top story of that beautiful building, where it enjoys its present quarters, exceptionally well arranged and located for quiet uninterrupted work. The opening of the club-room in 1896 was observed with public exercises in the Chapel, where an address was delivered by Professor Gildersleeve of Johns Hopkins University, followed by a social gathering of classical scholars from different parts of the country. During the evening, announcement was made that Mr. Sears of Boston had purchased and presented to the University the valuable classical library of the late Ernst Curtius, the distinguished historian of Greece. This had been pronounced by competent authority in Berlin, "the most valuable library in its department which had been offered for sale in Germany since 1870." A considerable part of this choice collection of books was placed on the shelves of the Classical Club, where they "increase in a marked degree the facilities for advanced work in the classics."

A part of the work of the Graduate School is done in connection with the American Classical School at Athens. The Soldiers' Memorial Fellowship at Yale is conferred upon a Yale graduate who has shown special proficiency in Greek. It may be held five years, and a part or all of that time may be spent at the School in Athens. During ten of the fifteen years since the School started, Yale has been represented by six Soldiers' Memorial Fellows. Four other Yale men have studied there, so that out of the seventy-three students going from the twenty-three Colleges co-operating in the support of the School, ten have gone from Yale, a number exceeded by Harvard alone. Four of the Directors also, including Professor Richardson, the present head of the School, have been graduates of Yale, which from the first has been one of the most active promoters of the enterprise. A similar school for Latin classical study has been started at Rome, and Professor Peck of Yale is to serve as its Director during the year 1898-9.

The Graduate School claims to be non-professional. This claim rests partly on the fact that the School does not train its students for one of the three traditional "learned

professions." It also rests partly on the theory that the School seeks to promote culture, to strengthen scholarly habits of life and thought, and to widen the fields of knowledge, quite apart from any use which may be made of these acquisitions as capital in the ordinary work of life. It is earnestly hoped that this ideal may be realized in future years, when a goodly number of young men and women may be able and willing to lengthen the period given to a general education before commencing special preparation for a particular calling. At present, however, the School is in fact largely a professional one, furnishing such an equipment as is most useful to the teacher. Its great academic prize, the Ph.D. degree, is sought mainly by those who expect to teach, and is valued largely because it helps its possessor to secure a College Professorship. Such being the case, attention is naturally called to the success of a School in fitting its students for the higher walks of the teacher's calling, and in this respect the record of the Yale Graduate School is a most honorable one. In the Chicago University, out of fifty-nine Doctors of Philosophy on the Faculty above the grade of Instructor, eleven received their degree from Yale, a larger number than from any other institution, Harvard coming next with six. In all, over one hundred and thirty Professors in different Colleges and Universities have studied at the Yale Graduate School since 1860, but not all have completed the course for a degree. They are widely distributed in the United States, the British Provinces and Japan.

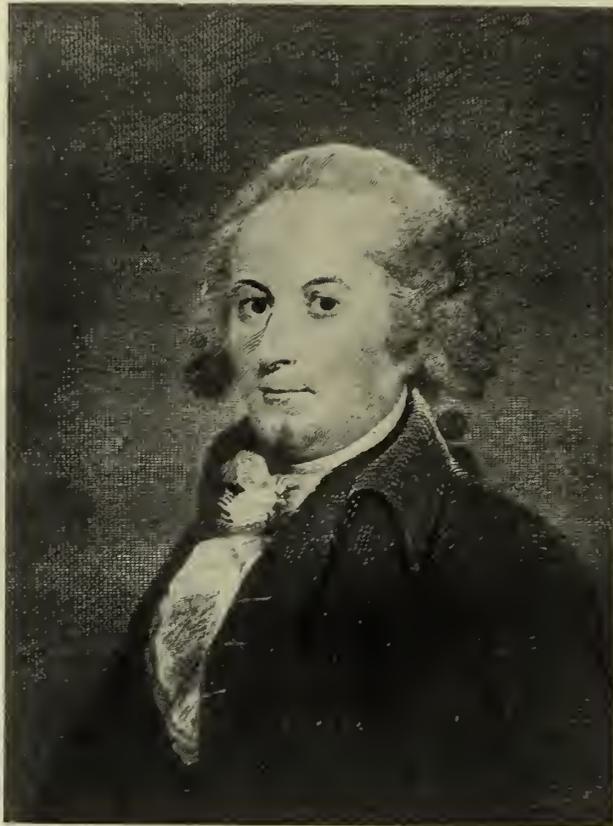
During the past ten years, a number of graduates of the Swedish Colleges, Augustana and Gustavus Adolphus, have been to Yale for their Doctor's degree. The movement of these Swedes to Yale, especially in view of the fact that most of them have specialized in Philosophy and Biblical studies, has signified more than the individual preferences of the persons concerned. It has been from the first the subject of much interest and careful deliberation in the Swedish Lutheran body in the United States, and the confidence thus shown in the University opens for the latter a most promising and important field of usefulness.

In Japan the name and work of Yale are well-known through the gifted men who have come here for study, mainly in the Law and Graduate Schools, and on returning to their own country have occupied high positions in political and educational life. An interesting episode in the relations of Yale to educational work in Japan was the threefold invitation extended to Professor Ladd by the Trustees of the Doshisha, the teachers of the summer school at Hakone, and certain gentlemen of Tokio who were interested in education. Complying with this invitation, Professor Ladd spent the summer of 1892 in Japan, delivering lectures on Philosophy, especially the Philosophy of Religion. His reception was most cordial, and his lectures, given three times in as many places, were well received by large and attentive audiences. One result of his visit was additional interest in Yale, and desire to secure its advantages, which have brought an increased attendance of Japanese students. It is safe to say that, of American Universities, Yale occupies at present the first position of influence in Japan, and it seems reasonable to believe that the years spent here by men now in influential positions in that country have helped to prepare the way for the liberal policy of the Empire which throws open to Christians the highest offices in the State. Nor, in the matter of maintaining peaceful and friendly relations between the United States and Japan, can it be a matter of indifference that scholarly men of the two countries have worked together, and have learned to respect and trust each other.

CHAPTER VII

THE ART SCHOOL

YALE'S interest in Art is inseparably connected with the name of Trumbull, the historical painter of the Revolution. John Trumbull was a citizen of Connecticut, and a son of Jonathan Trumbull who was Governor of the State throughout the Revolutionary War and the friend and counsellor of Washington. He graduated at Harvard in 1773, joined the army at the opening of the war, was Aide to Washington at the Siege of Boston, soon after served for and resigned in 1777. had given evidence drawing, and now occupation. Shortly war, realizing the of the Revolutionary interest posterity scenes and heroes, improve himself as purpose he studied then returning, he through the coun- of men who had part in the Revolu- land and France, with Adams and ters to those coun- terested in his plans, of twelve historical important events of Eight of these were in the Yale collec- "Battle of Bunker General Montgom- Quebec," "Battle of



JOHN TRUMBULL

capture of the Hessians at Trenton," "Death of General Mercer at the Battle of Princeton," "Declaration of Independence," "Surrender of Burgoyne," "Surrender of Cornwallis," and "Resignation of Washington." The first two "are justly called the finest examples of American Historical Painting." The "Battle of Bunker Hill" was the artist's first achievement in this line, and has an interesting history besides, for it probably contributed to the saving of his life in Paris during the French Revolution after his name had been placed on the list of the "suspected." When the painting was on exhibition in England, the absence of horses attracted the attention of English critics who sneeringly asked, "Does not this American painter know what a horse is?" But the artist, who witnessed the battle,

awhile under Gates, In his early years he of marked ability for resumed his favorite after the close of the momentous nature struggle, and the would take in its he set to work to a painter. For this several years abroad, travelled widely try, making studies played a prominent tion. While in Eng- after consultation Jefferson, our minis- tries, who were in- he projected a series paintings of the most the Revolution. completed, and are tion. They are, Hill," "Death of ery in the Attack on Princeton," "Cap-

had made no mistake, for on that occasion the officers on both sides were on foot—an unusual circumstance. Enlarged replicas of the last four he placed in the rotunda of the Capitol at Washington, a work which he executed between 1817 and 1824, in fulfilment of a commission from Congress.

The "Declaration of Independence" is probably the best known of his works, and in executing it he spared neither labor nor expense to secure good portraits of the distinguished men it contains. It is on these historical paintings, together with a few life-size portraits, that his fame rests. Among the latter are the portraits of Washington, John Jay, Alexander Hamilton and George Clinton, painted for the city of New York, and the well-known full-length figure of Washington standing by his horse on the evening before the Battle of Princeton. This the artist himself considered the best of all his portraits, and he with others presented it to Yale. It was painted in 1792, on an order from the city of Charleston, but as it afterward transpired that a civil rather than a military pose was desired, a picture

President went first painted regallery. For this be thankful, for saw the Charleston and declared it ing than the mili-the Trumbull Gal-Silliman went on latter picture the the lofty decision are happily ex-countenance of the noble figure stands upon the canvas. when we were



TREASURY BUILDING

paintings, said to me, 'You may assure your young men that they here see *the General Washington of the Revolution* exactly as he appeared at the head of the armies when he was in the meridian of life. The height of the figure is six feet two inches, which was exactly his stature. His person, his spy-glass, his dress, and all the appendages, even to his hat and gloves, are faithful copies of the originals, and there is no other portrait existing which does justice to his military appearance and character.' . . . This painting is invaluable, and its value is enhanced by the uniform testimony of contemporary American officers with whom I have visited the gallery, and who have declared that the portrait is a faithful likeness of General Washington in his grandest and most interesting attitude."

In his later years, the artist was in somewhat straitened circumstances, and he was glad to make an arrangement with Yale by which his works, not already out of his possession, about fifty in number, became the property of the College in return for an annuity. In 1831, the College erected a fire-proof building, long known as the Trumbull Gallery, in the upper story of which the collection was placed, together with other pictures belonging

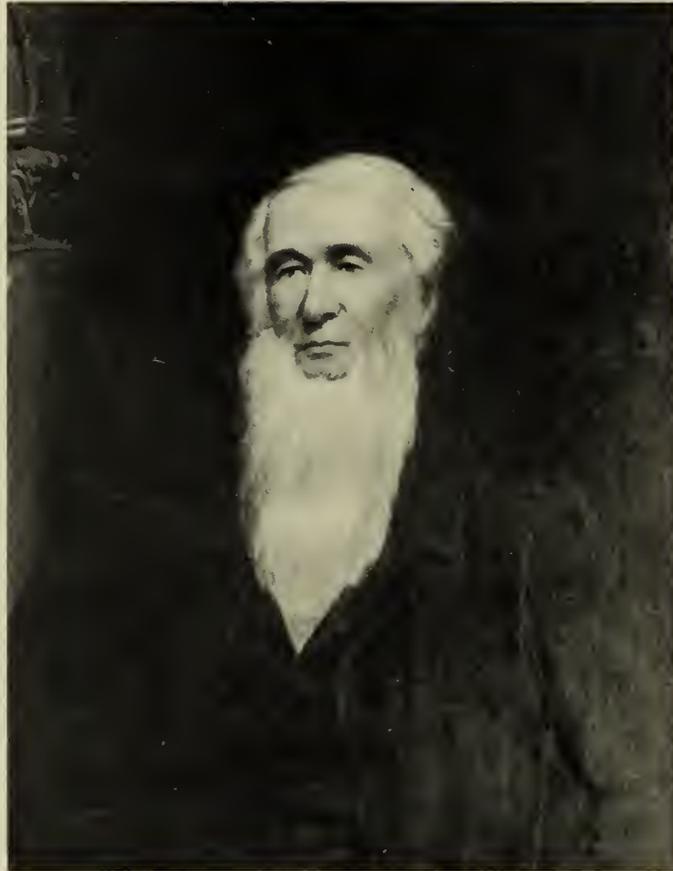
of Washington as South, and the one remained in the Yale we have reason to Professor Silliman portrait in 1845, "far less interesting portrait in lery." Professor to say, "In the perilous crisis and which it produced pressed in the General, and his out in full relief Colonel Trumbull, looking at the

to the College. The artist himself designed the building, the plan of which included a crypt for his own remains. Here he was buried at his death in 1843.

"The founding of the Trumbull Gallery in Yale College deserves to be commemorated as the earliest step taken in this country expressly for the introduction of the study of the Fine Arts into our higher seats of learning." As Yale was the first, so it was long "the only institution of learning in the country to establish an Art collection." Its cultivation of Art for a number of years was confined to the exhibition of these pictures, a work of no

small value to the community. But in 1858, attention was turned to the importance, and the possibility, of introducing Art instruction and of the University of Art lectures in umni Hall, and a course was given in Al- much interest them, but no im- portant step could be taken, because of lack of funds, until 1864. In that year, Mr. Au- gustus R. Street, a citizen of New Haven, gener- ously offered to present to the University not only a building devoted to the display of Art col- lections, but also Art instruction.

Mr. Street was a graduate of Yale of the Class of 1812, and dur- ing half a cen- tury of study and of giving enlarge- ment to Collegi- ate education had been maturing in his mind. He was the first to give practical expres- sion to his con- viction that the study of Art comes within the scope of a great



AUGUSTUS R. STREET

aim was not simply to found a museum, but to establish a School for practical instruction for those of both sexes who are desirous of pursuing the Fine Arts as a profession, and to awaken and cultivate a taste for, and appreciation of, the Arts among the undergraduates and others." His conviction of the importance of adding the æsthetic element to our American education was borne in upon his sensitive soul by what he saw of the lack of culture too often exhibited by Americans abroad. To a man of his refined nature, and ardent patriotism, such exhibitions could not be otherwise than painful. He noticed also the common inability of his countrymen in foreign lands to speak any other than their own language. Having resolved to do something toward correcting these defects, "he naturally looked to the College at which he was educated, and around which his life-long associations twined, as the best medium for carrying out his plan of enlightened beneficence."

The Corporation accepted Mr. Street's offer, and a large and costly building was erected during the years 1864-66. In addition to founding the Art School, he endowed the Street Professorship of Modern Languages, and in other ways assisted the College, his own gifts and those of Mrs. Street amounting to nearly half a million dollars.

With the building assured, the Yale School of the Fine Arts was organized as a distinct department of the University. Its object was to promote the appreciation and cultivation of Art in the community, and more particularly to bring the refining and elevating influence of Art culture to bear upon College students during the formative period of their academic life. It was the latter aim, introducing as it did a new feature into our College education, which gave the movement a special significance, and a peculiar interest to Yale men.



ART BUILDING

Professor Weir has said of it, "This was a new feature in the general scheme of education which Yale College had the credit of successfully inaugurating in this country;" and Professor Hoppin has added, "This was the first Art School connected with a University in America, and, we might say, technically speaking, in the world."

As the new building contained picture galleries as well as studios and lecture-rooms, so the new department was to combine the work of a museum for collecting and exhibiting works of Art, with that of a school for giving instruction. In carrying out the former purpose, it is simply continuing the work which had been so well commenced many years before. When the new Art Building was completed, the Trumbull collection was removed to it, together with some of the other pictures; but portraits of graduates and benefactors of the College were now appropriately placed on the walls of Alumni Hall. The old gallery was remodelled for other uses, and was thenceforth known as the Treasury Building.

It now contains the Treasurer's office, the President's office, and the lecture-room of the School of Music.

The works of art in the new building soon began to increase. The first notable addition was the Jarves collection, first deposited as security for a mortgage in 1868, afterward purchased. The collection illustrates Italian painting from the eleventh to the seventeenth centuries. "It contains one hundred and twenty pictures, many of which are panel paintings in tempera, with gold backgrounds; others are the work of contemporary but inferior artists of the fifteenth and sixteenth centuries; and not a few are works of decided merit and great historic interest. The collection is illustrative of the rise of Christian Art in Western Europe. The progress of Italian painting is followed, the series commencing with contemporaries of Cimabue and Giotto, continued to those of Giorgione and Veronese, illustrating the older works, principally panel-paintings, and in tempera, some of which were originally designed for altar-pieces." Professor Weir added to the above, writing in 1879, "It would be very difficult now, as it will not be less difficult at any future time, to form another collection of one hundred and twenty pictures which should at all approach this one in value."

In addition to the Trumbull and Jarves collections, the gallery contains about fifty paintings illustrating contemporary art, the most important of which is the celebrated "Jeremiah," by Washington Allston, presented in 1867 by Professor Morse of the Class of 1810; also a small collection of original sketches by old masters. In 1869, a beginning was made of a collection of casts, to illustrate the history of the Art of Sculpture, by the purchase of "eighty-one slabs, single statues and torsos, and one group, all, with one exception, specimens of the plastic art of the Greeks, at successive periods from the middle of the sixth century before Christ to the beginning of the Roman Empire." Additions have been made from time to time, until there are now "about one hundred and fifty casts and marbles, representative of the various periods of Greek and Renaissance Art." Among them are casts from the Elgin marbles. Conspicuous for beauty as well as size are the casts from the Bronze Gates of the Baptistry at Florence by Ghiberti, which were placed in position in 1873, the only ones in this country. They occupy a space of about fourteen by twenty-two feet, at the west end of the north gallery. At various times, Braun autotypes and other reproductions have been purchased, forming a collection at the present time of about two hundred. The School has also what is perhaps "the best catalogued collection in America of ancient coins."

The School has lately come into possession of the celebrated carvings which for some time before 1879, formed one of the principal attractions in the Metropolitan Museum in New York, and subsequently for a number of years were loaned to the Yale Museum. "These wood carvings, which are of oak, are about three hundred years old. They formed the confessionals and intermediate wall-panellings of the chapel of a suppressed monastery at Ghent, and are of the best period of Belgian carving." About one hundred and twenty feet are displayed, around three sides of a room on the first floor. Mr. F. W. Williams has also deposited in the School "the beautiful collection of Chinese Porcelains and Bronzes gathered by his father, Professor S. Wells Williams."

A feature of the work of the School is the exhibition of loan collections, of which quite a number have been temporarily deposited at different times. At these exhibitions an entrance fee has been collected, the proceeds going to the better equipment of the

School. The first one was held in 1867, "and did much to introduce the new department to public notice, and to interest people in its growth." "In 1870, a second general loan exhibition of pictures was opened, composed of many of the most famous works of Art by native and foreign artists, from private collections in New York." During the exhibition there were three evening receptions in the galleries, and the total number of visitors was about twelve thousand. "For some years following, these public exhibitions, during the summer months, attracted attention to the School through their marked excellence, serving not only the purpose of elevating and directing the taste for Art, and awakening a general interest in the institution, but also yielding funds by which the collection of casts has been largely increased." In recent years, special exhibitions have taken the place of the earlier



REAR VIEW OF CAMPUS

ones, and have been made occasions for social gatherings. Thus in 1892, at the close of the School year, an exhibition was given of the works of Mr. John La Farge, accompanied by an address from the artist. In 1894, "a fine collection of original designs made for the "Century" and "Scribner's" magazines, numbering three hundred examples by the leading illustrators of the day, was arranged in the South Gallery, and remained on exhibition for five weeks." At the close of the School in that year, a collection of water-color paintings by Mr. F. Hopkinson Smith was exhibited, and the closing address was given by him. In 1895, the exhibition consisted of Japanese prints, and was accompanied by a lecture from Mr. Fenollosa, of the Boston Museum of Fine Arts. In 1896, the closing address was by Mr. Blashfield, N.A., of New York, and an exhibition was given of a considerable number of his principal works, "including his original designs for the decoration of the dome of the new Congressional Library at Washington."

Turning now to the work of instruction, we find that it was delayed a few years through lack of funds. Mr. Street, the Founder of the School, died while the building was in process of construction, and his plans were left unfinished. But they were taken up by Mrs. Street, who endowed a Professorship of Painting and Design. John F. Weir was elected to the Professorship in 1869, and was also appointed Director of the School. At the same time a Professorship of the History of Art was established by the Corporation. This was filled until 1876, by D. Cady Eaton, and since 1879, by Rev. James M. Hoppin. In 1871, Mrs. Street partly endowed a Professorship of Drawing, to which John H. Niemeyer was appointed. Instructors have also been employed as needed, and Lecturers have given the School the benefit of their services on yearly appointments.

With this teaching force, "the School aims to provide thorough technical instruction in the Arts of Design, viz., Drawing, Painting, Sculpture, Architecture and Copper-plate Etching; and to afford a knowledge of such branches of learning as relate to the Philosophy, History and Criticism of Art. As a Professional School of Art the aim is to furnish a thorough course of study in the practice of the studios, and as a Department of the University to provide instruction in the Fine Arts as a constituent part of a scheme of general culture." The technical work of the School commenced in the fall of 1869, when classes in drawing and painting were opened for two terms of four months each. In a few years the courses of study were lengthened to three years and the School was able "to offer instruction in art, second in thoroughness and system to that of no other School of its kind in the country." The success of the School has been due in large measure to the wise management and unselfish zeal of Professor Weir, its first and only Director. To him also the University owes the noble bronze figure of President Woolsey on the College square, which is an enduring monument not only of the great man whom it represents, but also of the artistic ability which Yale, through the Art School, has been able to enlist in its service.

It has been the practice to exhibit the work of the students at the close of the year in June, and to leave it on exhibition during the summer. In 1879, "an exhibit was sent to Boston, and formed part of the exhibition of the work of the various Art Schools at the opening of the new wing of the Boston Art Museum." When the three-years course was established in 1875, diplomas were offered to those who took the whole course, or passed the requisite examinations. Since 1886, "certificates" have been given for full attendance, and "diplomas" have been awarded on the ground of merit.

A degree, that of Bachelor of Fine Arts, was conferred for the first time in 1891 on Miss Josephine Miles Lewis. The conditions for the degree are exacting. "It is to be given to students of the School who shall have fulfilled the requirements of a prescribed course of advanced studies in the several departments of instruction, extending over a period of two years beyond the limit of the regular three-years course. The candidate must also have submitted approved original compositions in painting or sculpture, and satisfactory theses on topics relating to the fine arts." In establishing the degree on such conditions, the School has set a high standard with a view to future rather than present attainments; for thus far no one besides Miss Lewis has earned the degree. In addition to these College honors, three prizes have been established by generous friends. The most important of these is a fellowship of \$1500 for two years, founded by Mrs. Winchester of New Haven in 1895, and awarded for the first time in 1897, to Miss Mary Foote. Its object is to enable the successful competitor to pass two years in study abroad.

The first list of Art students published in the Catalogue of 1872-73 contained thirteen names. No women's names appear until 1876-77, when announcement was made, in fulfilment of Mr. Street's original plan, that the School was open to both sexes. In the list of regular students for that year, young women were the most numerous, and they have ever since constituted a large part of those who have taken the Professional courses in the School. The whole number of students who have taken these courses in any one year has never been large, seldom rising above fifty.

The School has always been open on special terms to students in the other departments of the University, but the numbers of those who have availed themselves of this opportunity



REAR VIEW OF CAMPUS, LOOKING SOUTH

have never been large. In other ways, however, the School has been able to reach the undergraduates, whose benefit was one of the objects of its organization. Soon after it was opened, an arrangement was made with the Scientific School which has continued to the present day, whereby the instruction in free-hand drawing needed by the Scientific Freshmen was taken by the Art School as a part of its work. As drawing is required in Freshman year, large and continually increasing numbers from this source have come under the influence of the School. Its connection with the Academical Department has not been so continuous. In the Catalogue of 1870-71, announcement was made that "An annual course of lectures upon *Æsthetics* is delivered before the Senior Class of the Academical Department." When the elective courses were re-arranged in 1879-80, Fine Arts were given a separate section in the new scheme, and certain hours were assigned to Juniors and Seniors. After the first year, the Art elective was

offered to Seniors alone, and after five years it was dropped. In 1891-92, it was introduced again, and from that time courses in Drawing, Painting, Modelling and History of Art have been offered to Juniors and Seniors. A course in Architecture has just been added. For teaching the latter subject, the School has been obliged to call upon Professor Niemeyer in addition to his other important services, and the President has called attention to the great need of a special Professor in that department.

In its relations to the community, the School has done much for the spread of an intelligent appreciation of Art matters, and for the gratification of persons of cultivated tastes. Regular courses of lectures have been delivered yearly by the Art Professors and others, which have been open to the public, and have been well attended. Among these have been lecture courses on "The History of Greek Sculpture," "Principles and Means of Art," "The History of Italian Painting," "The *Æsthetics* of Every-day Life," and "The History of Greek Architecture." Whenever the subject has permitted, these lectures have been accompanied by illustrations with the oxy-hydrogen lamp. They have fallen largely within the province of the Professor of the History of Art, who has given much labor and thought to this part of his work. The lectures of Professor Hoppin are eagerly looked forward to each year by many lovers of Art in New Haven.

CHAPTER VIII

THE PEABODY MUSEUM

OF the various collections of specimens illustrating the Natural Sciences which now occupy the Museum, the Mineralogical collection was the first one to be established at Yale. When Professor Silliman was appointed to the Chair of Chemistry and Mineralogy, he found a few specimens, chiefly metallic ores, in the possession of the College. These in the winter of 1802-03 he took in a small box to Philadelphia, where they were named by Dr. Adam Seybert, about the only person in the country who then possessed the requisite knowledge of Mineralogy. About that time, his brother purchased for the College "a very small collection of minerals brought out from England," and he himself when in England and Scotland collected specimens which would be useful to him in his teaching. Professor Silliman tells us, "all these things, when arranged and labelled, and described in illustration of the mineral portion of the chemical lectures, served to awaken an interest in the subject of mineralogy, and to produce both aspirations and hopes, looking towards a collection which should by-and-by deserve the name of a cabinet."

To this small beginning an important addition was made in 1807, by the purchase of the Perkins collection of minerals for \$1000. Professor Silliman spoke of this as "the starting-point for more extensive collections added afterwards." The specimens were taken to his chamber, and he tells us, "Soon the news of the arrival of this cabinet was spread abroad, and my chamber was visited by many persons, ladies and gentlemen. Some were intelligent, and appreciated the cabinet in relation to science, and all were curious to see beautiful things." Toward the close of the same year occurred the fall of the Weston meteor. It was reported to have appeared two-thirds as large as the full moon, and to have exploded with a noise like heavy cannon over the town of Weston. Showers of stones followed the explosion, some of which were over thirty pounds in weight. As soon

as Professor Silliman heard of it, he left everything and went in company with Professor Kingsley to Weston, about twenty-five miles from New Haven. There they spent several days collecting pieces of the meteor, and noting accounts of eye-witnesses. Their published account was received with great interest by scientific men in this country and in Europe. This meteoric shower was important, as one of the most extensive and best attested phenomena of that kind of which a careful study and record had up to that time been made. It has a special interest to Yale as furnishing the beginning of the remarkable collection of meteorites for which the cabinet is famous, and as turning the attention of Yale scientists to a field of investigation in which the studies of Silliman, Olmsted, Twining and Newton have

ward establishing with regard to the All that had in the way of bringing together a cabinet of minerals was by the acquisition of the collection. In 1805, Newport, Rhode Island, brought over a choice collection of minerals, which he and Professor Silliman took great delight in studying together. One evening in the winter of 1809-10, when Colonel Gibbs Professor Silliman asked him, "Have you yet determined where you will open your collection?" He replied, "I will open it here in Yale College, if you will accept of its reception." The offer was promptly made and accepted by President Dwight, to whom it was communicated. The north end of the



GEORGE GIBBS

done so much toward the accepted theory of the origin of meteors. been done thus far in bringing together a cabinet presently eclipsed of the Gibbs collection. Colonel Gibbs of Rhode Island, brought over a choice collection of minerals, which he and Professor Silliman took great delight in studying together. One evening in the winter of 1809-10, when Colonel Gibbs Professor Silliman asked him, "Have you yet determined where you will open your collection?" He replied, "I will open it here in Yale College, if you will accept of its reception." The offer was promptly made and accepted by President Dwight, to whom it was communicated. The north end of the

second story of South Middle were thrown together by the removal of partitions, and thus a good-sized room, extending across the building from east to west, forty feet long and eighteen feet wide, was constructed. There was some delay in transferring the collection to its new quarters, but it was arranged in the summer of 1812, and, Professor Silliman wrote, "presented a rich and beautiful sight. The fame of this cabinet was now blazoned through the land, and attracted increasing numbers of visitors. This collection doubtless exerted its influence upon the public mind in attracting students to the College, and was regarded as a very valuable as well as brilliant acquisition." "Nothing had been before seen in this country which could, as regards mineralogy, be compared with this cabinet. It kindled the enthusiasm of the students, and excited the admiration of intelligent strangers. It was visited by many travellers, and New Haven was then a focus of travel between north and south. Railroads were unknown, and navigation by steam had hardly begun. The comparatively slow-moving coaches conveyed the

passengers, who were generally willing to pass a little time in New Haven; and the cabinet of Colonel Gibbs afforded a powerful attraction, while it afforded also a high gratification." After naming eminent men who came to visit the cabinet, the courtly Professor adds, "Trains of ladies graced this hall of science; and thus mute and animated nature acted in unison in making the cabinet a delightful resort." Professor E. S. Dana, writing in 1879, said, "It is, perhaps, not easy for us, at the present time, to appreciate the profound impression which the collection made, as we are told, upon the visitors who came from near and far to see it. It was a time when scientific collections were few, and when specimens from Europe were rarely seen." The Perkins collection, about two thousand specimens, was placed in the new cabinet room, and the two collections together numbered over twelve thousand specimens.

In 1825, a letter came from Colonel Gibbs announcing that his collection was for sale, and offering Yale the refusal of it for \$20,000. At once there was excitement in College circles. That Yale should lose this collection which for a dozen years had been its pride and glory was not to be thought of for a moment. But how could such a large sum as \$20,000 be raised? The College certainly could not afford such a large expenditure. A full meeting of the Corporation was held in Hartford, as best suiting the convenience of the Governor, Lieutenant-Governor and six Senior Senators, and a plan was approved for appealing to the friends of the College for the sum needed. The campaign opened in New Haven with a public meeting to which the citizens were invited by hand-bills distributed through the city. The meeting "was well attended, and was warmly addressed" by representatives of the College and other prominent citizens. One of the telling speeches of the occasion was made by Rev. Dr. Croswell, Rector of Trinity Church, who shrewdly intimated that if New Haven let such an opportunity slip, the collection might go to Hartford, for there was a College there also, and "the people of Hartford were always prompt and liberal in cases where their local interests were concerned." The meeting was promptly followed up by a canvass of the city, which was divided into districts, and assigned to the different members of the College Faculty. It is needless to say that the latter subscribed first, and liberally. Their efforts in New Haven and elsewhere met with deserved success, and the Gibbs collection remained at Yale. It had already been moved, in 1820, from the room in South Middle to the upper story of the new Commons building, which stood just south of the Trumbull Gallery, and there it stayed for fifty-six years. During these years it remained the most conspicuous part of the collections, and the chief attraction to many visitors to the College. Aside from its intrinsic value and beauty, additional interest attaches to it as time passes by, for many of the specimens came "from localities which are now exhausted and almost forgotten." The additions to it have been largely single specimens or small groups. One important collection was added in 1843, that of Baron Lederer, Austrian Consul-General in the United States, which was purchased for about \$3000.

In Geology, under the care of Professor Silliman, and afterwards of Professor Dana, a good collection for purposes of instruction was made. But the present large and unrivalled collection of fossil remains, from which so much has been learned respecting ancient life on this continent, is due to Professor Marsh, who was appointed Professor of Palæontology in 1866. Having decided that the region beyond the Missouri River offered a rich field for exploration, he organized, in 1870, a Yale Scientific Expedition, and conducted its operations in the new region. The part of the continent visited was little known

at that time, and the expedition endured considerable hardship, and some danger from Indians. But its labors were amply repaid by the important discoveries made. Other Yale expeditions followed in the succeeding years, and met with such success that "altogether within six years from the time the first one started out, these expeditions under Professor Marsh had brought to light no less than four hundred species of vertebrate fossils new to science." Among these "were many new groups which differed widely from any forms of life known up to that time. Prominent among these, and extremely interesting from their bearing on the doctrine of evolution, are the *Odontornithes*,—the toothed birds of the Cretaceous formation, all the known specimens of which, numbering about two hundred, are in the Yale Museum." Remains of about six hundred Pterodactyls, the first discovered on this continent, are also in the collection. The expedition in 1871, alone collected fifteen thousand specimens, representing an outlay of \$40,000. Important discoveries were also made, in Eocene lake basins between the Rocky Mountains and the Wahsatch range, "of many remarkable forms of life, most of them very different from anything previously known."

With the abundant material placed at his disposal by these expeditions, Professor Marsh has been able to arrive at conclusions of great scientific interest and importance. Of his many discoveries, none have had a greater popular interest than those by which he traced the evolution of the horse. These have been abundantly described in scientific and popular periodicals.

When Professor Huxley was in this country in the summer of 1876, he spent some time in New Haven and carefully examined Professor Marsh's collection of vertebrate fossils. He is quoted as saying with regard to it, "I can truly and emphatically say that, so far as my knowledge extends, there is nothing in any way comparable for extent, or for the care with which the remains have been got together, or for their scientific importance, to the series of fossils which Professor Marsh has brought together." "In 1878, Darwin expressed a strong desire to visit America for the sole purpose of seeing this collection. Since then it has been more than doubled in size and value, and still holds first rank."

In 1864, Addison E. Verrill was appointed Professor of Zoölogy, and in the next four or five years more than two hundred thousand specimens had been collected through his efforts. A Zoölogical Cabinet was thus well established, of which Professor Verrill was appointed Curator. In the course of the next few years large and interesting additions were made, mainly the result of vacation trips made by the Curator and his assistants on the New England coast, where they made a special study of marine life. In 1871, the United States Fish Commission was organized, and the dredging carried on in connection with the work of the commission was placed in charge of Professor Verrill, who had the privilege of retaining a complete series of the specimens discovered, and these were added to the Yale collections. Extensive contributions of bones of recent animals were also made to this department by Professor Marsh's expeditions.

In 1871, a beginning was made of a cabinet of Archæology and Ethnology by a gift of about fifteen hundred specimens from Professor Marsh. These consisted mainly of stone implements and specimens of ancient pottery, among the latter being some of the finest hitherto discovered in North America.

It will be readily believed that these various collections, increasing rapidly from year to year, taxed the ability of the College to find storage-room for them, to say nothing of properly mounting and displaying them. The "Cabinet Building," large enough for the

Gibbs and other small collections, was wholly inadequate for the vast amount of material gathered between 1866 and 1876, a part of which was stored for several years in the basement of the old State-house on the Green. Indeed, the work of collecting on such an extensive scale would hardly have been undertaken if relief had not been in sight. In 1866, Mr. George Peabody of London had presented \$150,000 to found a Museum of Natural History. Two-thirds of this sum was to be used in putting up a fire-proof building on land furnished by the University, and the rest was to be devoted to purposes specified. The donor named a Board of Trustees who were to administer the affairs of the Museum, and were empowered to fill vacancies in their number. Thus the Museum, while a Department of the University, has an independent foundation and administration of its own. Instead of proceeding to build at once, the Trustees thought best to let the fund accumulate for a few years, so that a larger building might be erected than the one first provided for. Hence, while the Natural History treasures were accumulating, the fund was also growing which was to furnish adequate shelter for them. In 1874, ground was broken for the new building on the southwest corner of Elm and High Streets, and two years later the Peabody Museum was ready for occupancy. This was, however, only the north wing of the whole projected building, which when completed will occupy the whole front on High Street between Elm and Library Streets.

The collections were placed in the new building, and during the past twenty years have been greatly enlarged. Conspicuous among them is the collection of meteorites. This is one of the largest in the country, and contains specimens aggregating three thousand pounds in weight, and representing more than two hundred distinct falls. The earliest one represented occurred in Ensisheim, Alsace, on November 7, 1492. The Weston meteor, weighing about thirty-six pounds, has already been mentioned. The largest one in the Museum is the Gibbs meteorite from Texas, of which Professor E. S. Dana has given the following interesting account. "This great mass of meteoric iron weighs about three-fourths of a ton (1635 pounds) and ranks as one of the three or four largest masses ever placed in a scientific museum. It was brought in 1810, to New Orleans from the Red River region in Texas, a company having been formed for the special purpose, the belief being that it was a mass of platinum. From New Orleans it was shipped to New York; but the extravagant expectations as to its commercial value were not realized, and it was finally bought by Colonel Gibbs for five hundred dollars. He presented it, in trust, to the museum of the Lyceum of Natural History in New York. On the removal of the Lyceum from the Park, it was left at the doorway, apparently forgotten. Mrs. Gibbs, the widow of Colonel Gibbs, happening to pass the spot one day, saw some workmen on the point of burying the iron in a hole they had dug for the purpose 'to put it out of the way.' She rescued it from its threatened burial, and sent it to New Haven, presenting it to the College in memory of her husband. It now stands in the centre of the exhibition-room, and, with its inscription cut on a polished surface, is a fitting memorial to the man whose cabinet forms so large a part of the specimens in the surrounding cases." The next largest mass of meteoric iron, weighing eight hundred and twenty-six pounds, from Cañon Diablo, Arizona, was presented to the Museum as a memorial of Professor Loomis. The most important recent meteoric showers in this country are well represented. In one case are twenty-one stones, part of a fall in Iowa in 1875. A second Iowa fall of 1879, is represented by six hundred complete specimens, the

largest weighing one hundred pounds, the smallest no larger than a pea. "Each of these small stones is complete in itself, having the usual melted exterior." Strenuous efforts to secure this collection were made by persons representing European museums. Largest of all is the collection from a third Iowa fall in 1890 presented by Mr. and Mrs. Henry F. English of New Haven. "This collection numbers between nine hundred and a thousand separate stones, most of them perfect, and is one of the largest collections from a single fall that exists in any museum," and the fall itself was one of the largest ever recorded.

Among the other important acquisitions of the Mineralogical section of the Museum is "the famous collection of pseudomorphs made by Professor Blum of Heidelberg." This contains over seventeen hundred specimens, and was the most important addition



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made to the cabinet after the purchase of the Lederer collection in 1843. Another is a very valuable collection of Chinese curios, articles "of exquisite workmanship and curious design carved out of jade, amethyst, rock crystal, fluor-spar and other materials," bequeathed by the late Professor S. Wells Williams.

In Geology, one of the most important additions of recent years has been a large number of Silurian trilobites, "with their appendages and other features preserved in a very perfect manner," which were discovered near Rome, New York, in 1892. "Up to that time, no specimens had been obtained showing so completely the nature and structure of the animal." So important was this "find" considered, that the Trustees of the Museum secured the exclusive right for a term of years to make collections at this locality. As a result, "this series now forms the most important collection of the kind in any museum, and therefore will always attract

students and investigators. The duplicate specimens are being prepared for distribution to the leading museums of the world. Applications for these have already been received from most of the European museums." The Peabody Museum also contains the best collection yet made of the fossil footprints from the Connecticut Valley, and a collection of invertebrate fossils which is one of the best in the country, and "in several respects is unsurpassed by any other."

In the Zoölogical section, "it has always been the aim of the Curator to make the fauna of the United States, and especially of New England, one of the special features of the Museum. Already the marine fauna, both of the east and west coasts of North America, are probably better illustrated in our museum than in any other." The osteological collection also "is believed to be the largest and most complete in the country." Professor Marsh has said with regard to it, "I have made special efforts for many years to secure the skeletons of rare existing vertebrates from every part of the world, particularly of mammals, birds and reptiles. The collection is rich in anthropoid apes, the gorillas being represented by no less than thirteen individuals, and the other genera by rare characteristic specimens."

The Archæological section contains "some rare specimens of ancient pottery from Peru;" also a collection of pottery and implements from the pre-historic mounds of Scott County, Missouri, numbering nearly one thousand specimens, and from Chiriqui, Central America, "a collection consisting of about two thousand pieces of pottery, and several hundred stone implements, which together form the most complete collection of the kind ever made."

A large part of the valuable collections in the Museum, collected by Professor Marsh or under his direction, and at his own expense, have remained his private property until quite recently. Early in 1898, he presented them all to the University, thus by a single act of great generosity crowning his labors of thirty years for the advancement of science at Yale.

The collections in the possession of the Museum are well represented in the exhibition-rooms, where the specimens most likely to interest and instruct the public have been carefully arranged. In addition to the wants of the general public, the needs of students are carefully provided for, and "the number of original investigators from this country and abroad who visit New Haven especially to consult the geological collections is increasing each year, and is the best evidence of vitality and progress in the department, and of the increasing importance of the collections." But a vast amount of material is stored in the cellars and cannot be used to advantage on account of the inadequate size of the building. Five years ago the President reported that "the enlargement of the Museum, through the erection of the main building as designed in the original plan, has already become an urgent necessity, and cannot be much longer delayed if the University and the public are to have the benefit of the unsurpassed collections which have been brought together with much labor and at great expense."

CHAPTER IX

THE WINCHESTER OBSERVATORY

IT is fitting that one of the Departments at Yale should be an Observatory, in view of the early attention paid to Astronomy here. The earliest purchase of apparatus in 1734, included a telescope. Professor Silliman wrote, "The discoveries of Newton in the preceding century had given great dignity and attractiveness to Astronomy and Physical Dynamics, and there were

always in the College devotees to these sciences and to mathematics. The Rev. President Clap (1739 to 1766) was an eminent mathematician and astronomer; and the Rev. President Stiles (1777 to 1795), in addition to a wide range of knowledge on almost all subjects, was an ardent devotee to Astronomy. It was said that he cherished the hope that in a future life he would be permitted to visit the planets, and examine the rings of Saturn and the belts of Jupiter."

In 1828, Mr. Sheldon Clark of Oxford, Connecticut, gave the College a refracting telescope of ten feet focal length and five inches aperture, which was "for many years the finest telescope in the country." In the following year, "the spire of the Atheneum was removed, and was replaced by an octagonal tower, built in imitation of the Tower of the Winds, in Athens." This tower was fitted up as an observatory, and in it was placed the new telescope. Here



WINCHESTER OBSERVATORY

Professor Olmsted, with Elias Loomis, then a Tutor, observed Halley's comet "at its predicted return in 1835, some weeks before news arrived of its having been seen in Europe." Here also on the 29th of December, 1845, Mr. Herrick made the first known observation on the division of Biela's comet, but, owing to delay in announcing his discovery, the credit of it went to Lieutenant Maury who made his first observation two weeks later. Notwithstanding these achievements, the Observatory was a very unsatisfactory one, the College could not afford a better one, and the attention of Yale astronomers was turned to meteors, in the study of which important discoveries could be made without the aid of well-mounted apparatus.

The first step which led to the foundation of the present Observatory was taken in 1858, when Mrs. James A. Hillhouse gave the College six acres of land on the high ground reached by Prospect Street, as a site for an Astronomical Observatory, and it is on this land that the

Observatory buildings now stand. In 1871, Hon. O. F. Winchester added thirty-two acres to this, and the whole was constituted "a foundation for an observatory in connection with Yale College, for astronomical and physical researches." Trustees were appointed for the administration of the property, but in 1879, a more direct gift of it was made to the University, and under the direction of the Corporation a Board of Managers was chosen.

A beginning of work was soon made. In 1879, Dr. Leonard Waldo was appointed Astronomer, and in 1881, Dr. Robert W. Willson Assistant Astronomer, and Orray T. Sherman Assistant. Two Bureaus were organized. One was the Horological Bureau "for the purpose of encouraging the higher development of the horological industries, and to pursue researches calculated to aid in the construction of refined apparatus for the measurement of time." The other was a Bureau "for the verification of thermometers, somewhat after the model of the Kew Observatory in England." With regard to the nature and importance of the work marked out for these bureaus, a report says, "There has long been an expressed want of both of these departments in connection with some institution of sufficient scientific eminence to place its judgment above criticism; and it will conduce to the future welfare of the Observatory and the University at large, that through these departments the University is able to render an important service to all those to whom accurate time is needful, and to the meteorologists and medical practitioners who now have ready access to recognized standards of temperature. This department is destined to have a special importance to the medical profession, growing out of the recently much-extended use of the clinical thermometer. Heretofore the American physician has been in general obliged to depend upon a Kew verified thermometer for accurate temperature indications."

The verification of thermometers was commenced at once, and in the course of six years more than twenty thousand thermometers were tested, a large part of which were clinical thermometers for the use of physicians. At first great errors were found in many of these, and the correction of them was an important service to the public. Later, the bureau had the satisfaction of reporting "a decided improvement, since the first year of its operation, in the clinical thermometers of the better grades sent to it by American makers. It is believed that a service of great value is thus rendered to the community by the institution."

The Horological Bureau undertook in a similar way the examination of time-pieces, with the issuing of certificates of performance. But the most important part of its work consisted in furnishing time to subscribers in the city, and throughout the State. In 1881, the Legislature of Connecticut adopted New York City time as the standard in the State, "and authorized a contract with the College for furnishing the exact time, each day, the same to be transmitted to every railroad station within the State." The action of Connecticut in thus adopting a standard of time for the State preceded by eight years the introduction of "standard time" by the railroads, and its establishment of a time service was "the first instance of the kind in this country." The State appropriation was withdrawn in 1885, but the continued work of transmitting time signals was provided for in other ways.

In 1882, Professor Newton was appointed Director of the Observatory, and Mr. Robert Brown Secretary. In the same year an Observatory building was erected, in which were mounted a heliometer which had been ordered two years before, and an eight-inch equatorial telescope presented by Mr. Edward M. Reed of New Haven. The heliometer, manufactured by the Repsolds, is a notable instrument. Its object glass is of six inches aperture and ninety-eight inches focal length, and the mountings are all of steel, the expansion of which nearly corresponds

with that of glass. A cut and description of it are given, under the title "Micrometer," in the *Encyclopædia Britannica*, which says, "There is very little left to criticise in the instrument. It embraces the results of all knowledge and experience on the subject to the present time." Since that was written, a similar instrument of a little larger aperture has been constructed.

The transit of Venus in 1882, furnished an excellent opportunity for testing the new equipment. The heliometer proved to be an instrument of unsurpassed excellence, and it was considered "due to the College, the public and to science," to appoint an Astronomer who could give his whole time to it. Dr. William L. Elkin was accordingly selected for this office in 1884. In the same year Dr. Willson resigned, and Mr. Sherman was placed in charge of the Thermo-



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metric Bureau where he remained until his resignation in 1886. Dr. Asaph Hall, Jr., was Assistant Astronomer from 1885 to 1889. In 1888, Dr. Waldo resigned. In 1890, Dr. Frederick L. Chase was appointed Assistant, and in the following year became Assistant Astronomer.

During Dr. Elkin's first year, he was engaged in a triangulation of the Pleiades. This work was held in such estimation that Professor Hall extended it to the faint stars in the vicinity of the group, by means of the great equatorial in the Washington Observatory. Another important series of observations was then undertaken, and has been continued during several years, for the purpose of determining the average parallax of first magnitude stars. The heliometer was also used to secure "a series of measures on the satellites of Jupiter, for the determination of their orbits and the mass of the planet." In 1894 and following years, attention was turned to securing photographs of meteor trails, in connection with the regular work of the Observatory.

The results of the various series of observations have been printed in five parts of "Transactions of the Observatory." The expense of printing the first part was borne by Professor Loomis, who had from the first been greatly interested in the establishment of the Observatory, and "was a wise and efficient counsellor in its administration even to the last days of his life." At his death he left \$300,000, which will all ultimately come to the Observatory. The income of one-third of it was available at once, the rest was subject to life interests. The directions of the will were that the income be used for "the payment of the salaries of observers whose time is exclusively devoted to the making of observations for the promotion of the science of Astronomy, or the reduction of astronomical observations and their discussion in papers prepared for publication, or the defraying of the expenses of publishing these observations, and of publishing investigations based upon astronomical observations. The gift is thus designed to promote the special and legitimate work of the Observatory, as connected only with the matter of astronomical observations, and is not to be appropriated to the support of the institution in other lines."

Early in 1892 occurred the death of Mr. Edward M. Reed, for many years Superintendent and Vice-President of the New York, New Haven & Hartford Railroad Company, who was one of the Board of Managers of the Observatory. He left a large sum, not yet available, for the future endowment of the Observatory. As the income of this endowment will be at the disposal of the Managers, it can be used for the general expenses of the Observatory, and thus supplement in a most important manner the provisions made by Professor Loomis for its special astronomical work. Another source of income is destined to appear in the future when a demand will arise for the eligible building lots owned by the Observatory.

A great loss was met in the death of Professor Newton in 1896. He had from the first been an earnest friend of the Observatory, for two years its Director, and for twelve years after one of the most efficient members of its Board of Managers. One of his last official acts was the recommendation of Dr. Elkin for appointment as Director of the Observatory. The appointment was made "as a fitting recognition of his valuable services to the University during the entire period of his past connection with it, and of his ability and attainments in the science to which he has devoted himself." With its efficient organization and prospective income, the outlook of the Observatory for future usefulness is most gratifying.

CHAPTER X

THE SCHOOL OF MUSIC

THE formal cultivation of music at Yale began with the organization of the Beethoven Society in 1812. This was a volunteer student organization, but it had an official standing, since it furnished the music at chapel for many years. It was well supplied with musical instruments, violin, flute, 'cello, bass-horn, etc., which did service instead of an organ until 1852. In its palmiest days, the society furnished the music at Junior exhibitions and Commencements, and gave a public concert in Commencement week. It succeeded in enlisting the best musical talent in College, and gave rise to a good deal of musical study. But this was a matter of private enterprise, since the College did not furnish instruction in music until 1854. In that year Mr. Joseph Battell established a fund "for the support, as far as it may go, of a teacher of the

science of music to such students as may avail themselves of the opportunity of study in that science." On this foundation, Gustave J. Stoeckel was at once appointed Instructor in Vocal Music, and the following announcement was made: "Scientific instruction is given in vocal music twice a week during the year. The exercises in this department are open to all the classes. The entire course extends through two years, and has special reference to sacred music." This announcement remained in the Catalogue for twenty-five years with little change, except that the course was thrown open to students in all departments, and the time given to it was shortened. Mr. Stoeckel also served the College during these years as chapel-master and organist, "and by his faithful and successful labors as leader and teacher, has done much for the advancement of musical culture and the attractiveness and usefulness of the chapel worship."

The first move for the organization of a separate School of Music was made in 1888, by the Yale Alumni Association of Fairfield county, Connecticut. A committee was appointed to consider the matter, and, on receiving its report, the association adopted a minute expressing its desire to have such a School established. The matter was then brought before the Corporation, and thoroughly discussed in conference with representatives of the association. The Corporation was heartily in sympathy with the movement, and expressed a willingness to found the School as soon as the necessary funds were assured. As the amount needed was a large one, the enterprise might have made no further progress for some time, had it not been for the personal interest of Hon. Robbins Battell who, with his sister Mrs. Eldridge, endowed a Professorship of Music in 1890. From this beginning, the School of Music was soon to be developed. Dr. Stoeckel was at once elected to the new chair, with the cordial approval of all who knew of his musical ability and his many years of faithful service in the College. Although the College year was well advanced, a voluntary class was at once formed in preparation for the courses, which were to be opened the next year. In 1890-91, Music appeared for the first time as a separate section of the elective studies. Courses were offered in Harmony, Counterpoint and Forms, and lectures on the History of Music, both sacred and secular, were given. In 1892-93, Music was constituted a separate department, and students not otherwise connected with the University were admitted without distinction of sex. The new School opened with thirty students, including undergraduates who took music as an elective, and the number has since increased to seventy-six.

In 1894, the Faculty of the School was re-organized. Professor Stoeckel retired on an Emeritus appointment, and Horatio W. Parker was chosen Battell Professor of the Theory of Music in his place. Samuel S. Sanford was at the same time chosen Professor of Applied Music, and Instructors of Violin Playing and Organ Playing have been added. The School "aims to provide adequate instruction for those who intend to become musicians by profession, either as teachers or as composers, and to afford a course of study to such as intend to devote themselves to musical criticism and the literature of music." A knowledge of piano playing is required for admission. The instruction given is both theoretical and practical. Under the former head are elementary courses in Harmony, Counterpoint, and History of Music, and advanced courses in Strict Composition, Instrumentation and Free Composition. After one year of elementary study, a "Certificate of Proficiency in the Theory of Music" is given to those who pass satisfactory examinations. They are then allowed to take the advanced courses, and after two more years of study the degree of Bachelor of Music is conferred on those who pass certain examinations, and present "an original composition in one of the forms designated

by the Professor of the Theory of Music." The courses in Practical Music consist of instruction in playing the Pianoforte, the Organ and the Violin, and can be taken only in connection with one or more of the theoretical courses. Prize-scholarships are given for proficiency on each of these instruments, and "Diplomas are awarded to those students who, having successfully completed a three-years course of instrumental study, are qualified to act as teachers, or to appear as soloists."

In connection with the School, a Symphony Orchestra has been organized, which gives each winter a series of concerts under the direction of Professor Parker. It is a valuable adjunct to the School, and at the same time furnishes much pleasure to lovers of music in New Haven. The purchase of the College-Street Church in 1895, provided an excellent Hall for the Symphony Concerts, as well as for the Chamber Concerts which had been given for a number of years before in North Sheffield Hall under the patronage of members of the University Faculties. In his report for 1897, President Dwight says of the School of Music, "Its influence is as manifest in the University as the friends who were interested in establishing it could have desired at so early a period of its history, and it is exerting itself not only in the University, but also in the city. The Professors have already done much to awaken interest in their part of the institution in the minds of all the most intelligent friends of the cause of the best and widest culture."

CHAPTER XI

THE UNIVERSITY LIBRARY

THE Library is the oldest part of the College, for a donation of books was, according to President Clap, the formal act by which the College was founded. This first donation is said to have amounted to forty volumes. The first important addition to it was made in 1714, when Jeremiah Dummer, the Colony's agent in London, sent over more than seven hundred volumes. Among these was a copy of the *Principia*, presented by Sir Isaac Newton, which is still in the Library. Some of the other books, given by distinguished men can still be identified. Governor Yale now made his first donation, about thirty or forty volumes, to the College. About two hundred volumes from another source were received about this time, so that the Library contained over one thousand volumes before it was removed from Saybrook. During that removal it suffered serious loss, as has been mentioned already. President Clap says, "In this turmoil and confusion, about two hundred and fifty of the most valuable books, and sundry papers of importance, were conveyed away by unknown hands, and never could be found again." So far as numbers went, the loss was soon made good by a second gift of three hundred books from Governor Yale. When the College was located in New Haven, and the first building was completed in 1718, at the corner of Chapel and College Streets, the books were placed in it in a room at the south end of the second story, and here they remained for over forty years. In 1733, Bishop Berkeley made his valuable donation of books, which President Clap pronounced "the finest that ever came together at one time into America." It numbered about one thousand volumes, and was not equalled in value by any subsequent gift for over one hundred years.

In 1763, the new chapel (known to us as the Atheneum) was completed, and the Library was moved into it, and placed in the attic, where it remained for another forty years. In the same year the first donation was received toward a permanent fund for

the purchase of books. It was a bequest of ten pounds. With due gratitude to the donor, the inadequacy of the gift to the purpose proposed cannot fail to attract attention as unhappily prophetic of the cramped resources of the library which have characterized it during the greater part of its history. In 1766, President Clap wrote, "We have a good Library, consisting of about four thousand volumes, well furnished with ancient authors, such as the Fathers, Historians and Classics, many modern valuable books of Divinity, History, Philosophy and Mathematicks, but not many authors who have wrote within these thirty years." During the Revolutionary War, owing to the exposed situation of New Haven on the coast, the Library was taken for safety to the interior of the State. But



OLD LIBRARY

the safety secured by this means, involving two transportations, appears to have been rather dubious, for when the Catalogue was prepared in 1791, only 2700 volumes were entered.

In 1804, the Lyceum was completed, and the Library was removed to quarters provided for it in the attic of the new building. Down to this time the care of the Library had been a part of the duties of the Senior Tutor, who in the time of President Clap was paid six pounds for this service. It was perhaps an indication of the growing importance of the Library that in 1805, it was placed in charge of Professor Kingsley, who administered it in addition to his other duties until 1824, the year before its removal from the Lyceum. While here its funds were increased by donations from Rev. Samuel Lockwood, Hon. Oliver Wolcott, Eli Whitney and Daniel Wadsworth. In 1805, the Library was nearly doubled by an addition of two thousand volumes, which were purchased, and in 1808, the Catalogue recorded 4700 books.

In 1825, the Library was again moved, this time to the attic of the new (since the old) Chapel, and Professor Gibbs had charge of it from 1824 to 1843. When moved into its new quarters, it numbered about 6500 books, as shown by the Catalogue of 1823. During this period important additions were made to its funds by a donation of \$5000 in 1830, from John T. Norton of Albany, and a bequest of \$10,000 in 1834, from Dr. Alfred E. Perkins of Norwich, Connecticut. The latter gift was the largest yet received by the College from any one person, and it remained the largest single addition to the Library funds until a very recent date. In the year following its receipt, the Catalogue showed 10,000 books.

An important epoch in the history of the Library opened in the later years of President Day's administration, and the first of President Woolsey's. In 1843, the College commenced the erection of a new building for the sole use of the Library, and appointed Edward C. Herrick Librarian, with no other duties. With a view to making a notable increase in the size of the Library when it should move to its new home, the income of its small funds had been carefully saved for some time, so that in 1845, it was possible to spend \$8000 abroad in the purchase of books. In 1846, the Library building was completed. It consisted of a central portion with an ornamental tower at each corner, flanked by wings which were connected with the main building by short halls. The exterior of the building was most pleasing to the eye, and an immense advance on anything the College had yet attempted in the way of architecture. Even now, with far more costly buildings all around it, the old Library, with the ivies of twenty classes clinging to its walls and climbing to the tops of its towers, is a beautiful sight, and many regrets are felt that it must in time give place to a larger building. The interior also, arranged for effect rather than for holding the largest number of books, presented in its earlier days an impressive sight as one stood in the doorway, and took in the cathedral-like interior, from door to opposite gothic window, and from floor to ceiling, with the alcoves for books in two tiers on each side, just back of two stately rows of pillars.

The wings of the new building were designed for the collections of books belonging to the Linonian and Brothers societies. The beginning of the Linonian Library was in 1769, when Timothy Dwight and others made for it the first donation of books. The rival Brothers in Unity soon followed the example, and in time the two society libraries became important adjuncts to the main Library. Their policy was to provide for the students those books in general and light literature which the College was obliged to omit in order to apply its scanty resources to the standard and special works which were most needed. During the greater part of this century, the ordinary needs of the students, outside of their College work, have been largely supplied by these smaller libraries. They were kept in the second story of the Atheneum until the new Library was built, then they were moved into the latter, Linonia taking the south wing, and Brothers the north wing. Here they remained until 1872, when they were consolidated and made a department of the University Library. At the time of this change, they numbered together about twenty-six thousand books, but this number was reduced by removal of duplicates and transference of some special works to the University Library. They retain their own income, which they have enjoyed for many years, derived from a small tax which is charged on the term bills of the undergraduate students. To this have been added in recent years certain sums appropriated for the purpose by various departments of the University. With this reliable income, their steady though not very rapid growth is secured.

In the building described above, the Library was housed for forty-five years, and was most carefully administered by its successive Librarians; Edward C. Herrick until 1858, Daniel C. Gilman after him until 1865, then Addison Van Name alone for four years, since then with Franklin B. Dexter as Assistant Librarian, and since 1887, with J. Sumner Smith as second Assistant in charge of the Society Libraries until 1895, when he was transferred to the main Library. But the growth of the Library has been slow, owing to



OLD LIBRARY READING-ROOM

lack of funds. Down to 1880, its invested funds were less than \$50,000, from which an income of about five per-cent. was realized. Little could be done with this, but generous friends came to the rescue from time to time, with special gifts of books or money.

Conspicuous among these friends have been the Professors of the College. President Woolsey, who was one of the largest contributors for the erection of the building, gave, in 1861, the greater part of his Greek library, to the number of nearly one thousand volumes. This was the most valuable donation of books which had been received since Bishop Berkeley's gift nearly one hundred and thirty years before. In addition to his large single donation, President Woolsey continued to make valuable gifts to the Library from year to

year, during the rest of his life, and at his death left to it another large and valuable collection. Professor Dana presented during his life-time over one thousand volumes, and at his death left another large number of books and valuable pamphlets. Professor Loomis, in addition to his large bequest to the Observatory, mentioned elsewhere, left to the Library "all his books relating to the mathematical and physical sciences, a collection of unusual importance and value." President Porter at his death left his philosophical library to the University. A valuable collection of Chinese books, more than one thousand in number, from the library of Professor S. Wells Williams, was presented after his death by his son, Mr. Frederick Wells Williams.

Professor Salisbury has been a steady friend of the Library. Mr. Van Name, writing in 1897, said, "In 1870 he gave, in addition to his already large and costly collection of Oriental books and manuscripts, the sum of \$6000 for enlarging it, and has since given other sums amounting to nearly \$2000 for the same object. This collection, which now numbers nearly four thousand volumes, includes many large illustrated works; . . . complete series of the leading Oriental journals, amounting collectively to more than four hundred volumes; the principal Arabic and Sanskrit works edited by European scholars, together with many of those issued from the native presses, and ninety volumes of manuscripts, mostly Arabic. No other department of the Library approaches this in value or completeness."

Other special collections have been acquired at different times, as follows:

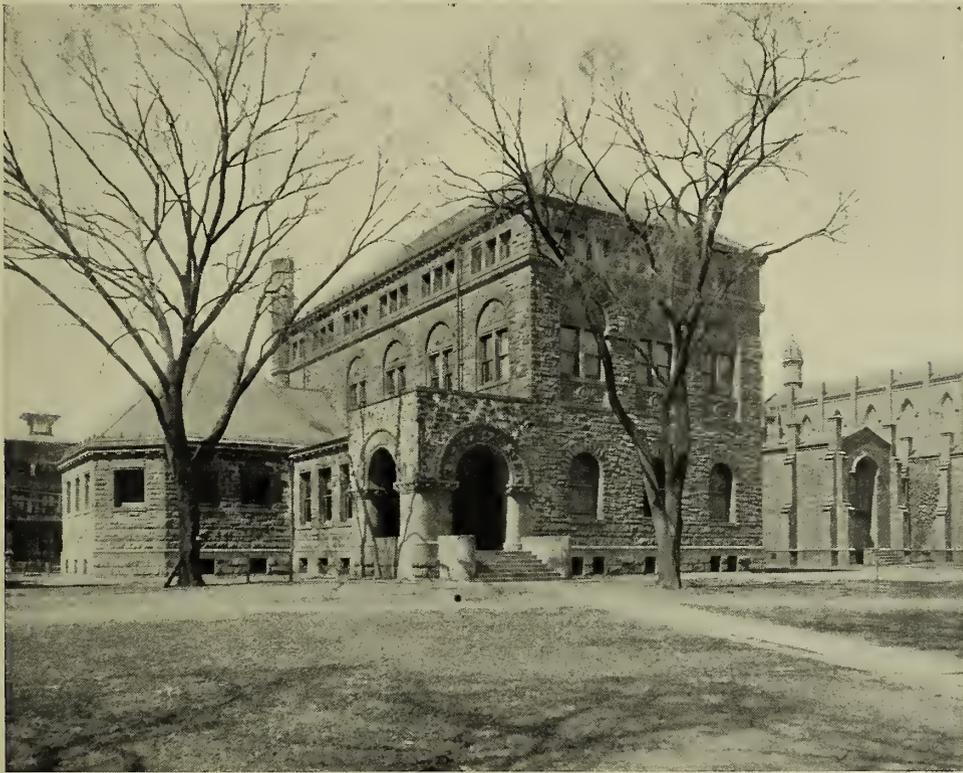
In 1871, a most important collection of five thousand books and one thousand pamphlets, "the library of Robert Von Mohl, the eminent writer on Political Science, was purchased at a cost of \$3600," which was partly contributed; two-thirds of the cost however was not provided for, and remained for some time a charge upon the Library. The enforced delay in paying this small debt impressively showed upon what a narrow margin the Library was doing its important work in the University. Most welcome relief came in 1874, when Hon. William Walter Phelps assigned to the Library the income of a bequest from his father. This annual income, amounting to \$3500 and continued for twenty years, was the most important financial aid the Library received during one hundred and ninety-five years.

In 1879, the Library received a very important accession of books on America from the estate of Mr. George Brinley of Hartford. He directed in his will that at the sale of his library Yale should have the privilege of bidding to the extent of \$10,000. Five sales were held, the first in 1879, the last in 1893. These brought into possession of the College a choice collection of Americana, containing many rare books and other publications. The Library again reaped the benefit of a similar bequest in 1883, when Mr. Joseph J. Cooke of Providence directed in his will that Yale might bid to the extent of \$5000 at the sale of his books. About three thousand volumes were added to the Library as a result of this generous provision.

In 1890, Rev. Henry M. Dexter left by will to the Library his "collection of books and manuscripts, which he had gathered with much labor and expense in his favorite field of research, early Congregational history and polity." Mr. Van Name says of this, "It is especially full in the original publications of the early Puritans and Separatists, and in the works which trace their rise and history, both in England and Holland, in many cases where the originals are so rare as to be practically unattainable, they are represented by MS. copies or full abstracts." The number of books in this collection was one thousand

eight hundred and fifty, and its original cost, much less than its present value, was more than \$10,000.

In 1896, the gifts included "three special collections of unusual extent and value." One was a collection of five thousand books, fifty MSS., and sixteen thousand dissertations of the Swedish Universities on matters relating to Scandinavia, presented by Mrs. Henry Farnam. It contained many rarities, and was one which, "under the most favorable conditions, could be brought together only by long and patient search." Another most important acquisition was the library of Ernst Curtius, "the eminent Historian and Archæologist," presented by Mr. Joshua Montgomery Sears of Boston. "It consists of three



CHITTENDEN LIBRARY

thousand volumes and as many pamphlets, and is especially rich in the department of classical archæology." The third is a collection of six thousand Russian books of great value from a friend who for the present forbids the publication of his name.

The Library, although of slow growth, began in the course of forty years to test the capacity of the building put up in 1846. But in 1886, before the lack of storage room became serious, Mr. Chittenden of New York offered to put up a new building. This was to be not only large enough for present needs, but also, with the old building was to suffice for many years to come. Furthermore, while it was connected with the old building, the new one was to be structurally, not an extension of the latter, but the beginning of a much larger building which in time would completely displace the old one. A glance at the two buildings, now so awkwardly joined together, shows that the beautiful Library of 1846 is doomed; for it must be taken down when the time comes for completing the

new one. Work was commenced in 1887, and in the fall of 1890, the Chittenden Library was opened for use. The portion thus far completed is designed to hold two hundred thousand books, while the old Library, which is still in use, will hold as many more. When the building is completed, it will furnish accommodations for one million volumes. At present, the whole number of books in the Library is two hundred and thirty-five thousand, to which must be added many thousand unbound pamphlets.

The following description of the wing now completed is taken from Mr. Van Name's report for 1887-88: "The material is brownstone of two shades from Longmeadow, Massachusetts. The style of architecture is early Romanesque. The main building is fifty by one hundred feet, in three stories, each of sixteen feet. The first floor will be devoted mainly to the administration of the Library, the two upper floors entirely to the storage of books. Underneath all is a light, dry basement, convenient for the receiving and unpacking of books. On the south of the main building is the reading-room, octagonal in shape and having a diameter within of forty-five feet, with seats for ninety readers, and wall space for four thousand volumes of books of reference. Chief among the decorative features of this room, which is to be made especially attractive, will be a large and beautiful memorial window, which Mr. Chittenden has added to his other gifts."

The building has fulfilled the expectations of the above description, written while it was in process of construction. It presents a marked contrast to the old Library, which was put up at a time when such a building was designed for architectural effect, and for the sake of housing the books which upper classmen were allowed to take to their rooms, but were not expected to use in the building. Now, one of the recognized uses of a library is analogous to that of a laboratory, and the spacious reading-room with its tables and chairs, and four thousand books close at hand, with twenty thousand more easily accessible on the same floor, makes an excellent work-room. Its usefulness has been greatly increased during the past two years by the introduction of electricity, which permits the use of the room at night with entire safety, so that it is now open from nine in the morning to nine in the evening. While the workshop element is much more prominent, architectural effect is less conspicuously aimed at in the new Library than in the old one. Yet the sense of beauty is abundantly appealed to, and in a most subtle and effective way. For the new reading-room, with its pleasing proportions, its subdued and harmonious color scheme, its ornamental fireplace, and elegant memorial window, is one of the most beautiful rooms for the purpose to be found in New England, and throws a refining influence over the purely intellectual work for which the room is primarily intended.

Throughout the whole of its history, the Library has been hampered, its growth impeded, and its usefulness curtailed, by the smallness of its endowment—for special gifts cannot supply the place of a regular income which the authorities are at liberty to spend at their discretion. Mention has been made of ten pounds presented in 1763—the beginning of a fund which was destined to grow with exceeding slowness. In 1834, came the Perkins bequest of \$10,000, the relative importance of which can be seen from the fact that even thirty years later it constituted more than one-third of the whole endowment. In 1887, another \$10,000 came from the estate of Mr. George Gabriel of New Haven, and in 1890, Governor English left a like amount. In 1893, Mrs. Azariah Eldridge bequeathed \$15,000, the largest single gift received up to that time. In 1895



PRESIDENT WOOLSEY STATUE

Professor Henry W. Farnam gave another \$10,000, and the Library funds for the first time reached \$100,000.

Through the William Walter Phelps annual donation of \$3500 from 1874 to 1894 already mentioned, it came to pass that for twenty years about half the regular income of the Library came from a single person. When therefore Mr. Phelps died in 1894, and the fund from which the income had been derived was appropriated for the building of Phelps Hall, the crisis in the affairs of the Library was a serious one. It did not however last long, for in 1896, an earlier bequest of \$200,000 from Mr. Thomas C. Sloane became available, and as no conditions were attached to it, the Corporation assigned it to the Library. Thus the Library fund was at once made nearly three times as large as it had ever been before, and four times what it had been as late as 1892. President Dwight, commenting upon the importance of this large increase, said, "The bequest which we have received affords the greatest satisfaction and encouragement to all whose life-work is connected with the University. The assigning of this bequest to the Library places it in a condition of hopefulness and promise, in view of the needs of the times." The condition referred to, while furnishing occasion for lively gratitude, is certainly not one of complete enlargement and security. Indeed, as the President states elsewhere in his report, the Library needs about twice its present endowment in order to keep up with the times, and a much larger sum would enable it to do still better its proper work in the University. As the century draws to a close, the time approaches for celebrating the two hundredth anniversary of that most significant act whereby Yale was given its origin in the modest donation of forty books. There could be no more appropriate commemoration of that act than a generous endowment of the Library which has grown from the small seed planted in faith so many years ago.



READING-ROOM, CHITTENDEN LIBRARY

BOOK III

VOLUNTARY UNDERGRADUATE ACTIVITIES

CHAPTER I

RELIGIOUS ACTIVITIES

RELIGIOUS activity at Yale in the early days assumed a different form from that with which we are familiar. It was apparently more intermittent, and more dependent on impulse and guidance from outside the student body, yet voluntary action of the students was by no means lacking. An account of the religious revivals at Yale was prepared in 1838 by Professor Goodrich. From this it appears that the College shared in the "great awakening" which preceded and accompanied Whitefield's first visit to New Haven in 1740, and we read that the more earnest students, among whom was David Brainerd, "without having regard to the distinction of higher and lower classes, visited every room in College, and discoursed freely and with great plainness with each one." As a result of this faithful work, "every one in College appeared to be under a degree of awakening and conviction." That this was more than transient emotion is evident from the fact that "more than half the students in the three upper classes afterwards entered the ministry, and a large part of those who selected other employments were distinguished throughout life as friends of religious institutions and vital piety."

It was in connection with this revival that Brainerd made his unfortunate remark about Tutor Whittlesey, already mentioned, which led to his expulsion. The incident calls attention to the guidance in religious matters which came from the Tutors. The early arrangement by which a class was placed under the sole instruction of a single Tutor during a considerable portion of its College course opened the way for close intimacy between teacher and pupils, and the more earnest Tutors, who usually looked forward to the work of the ministry, improved the opportunity to exert a strong religious influence. To a considerable extent, they were the natural leaders of the College in times of general religious interest. It was during this period that "the Fathers of New England Theology, Edwards, Bellamy, Hopkins, West, Smalley, Emmons and Dwight, went forth from Yale," and three of the most eminent of them, Edwards, Hopkins and Dwight, returned as Tutors.

During President Dwight's term of office the religious life of the College was largely influenced by his powerful intellectual and spiritual personality. The closing years of the eighteenth century were years of great religious declension, partly as a result of war, partly because of the spread of French infidelity. The College church was greatly reduced, numbering only eight or ten students, and at one communion only one undergraduate was present, though this was owing to temporary absence of the others. "It was in this state of things that Dr. Dwight assumed the Presidency, and began to exert his commanding eloquence to stay the progress of error. He preached to the candidates for the Baccalaureate in 1797, his celebrated sermons on the 'Nature and Danger of Infidel Philosophy.' With fair and strong argument he attacked the foundations on which the infidel schemes were built, blending his reasoning with powerful

invective and pathetic appeals to the conscience and heart. These masterly discourses turned the tide of feeling against the opponents of Christianity. Not only in College, but throughout the country and Great Britain, where they were soon republished, they greatly strengthened the cause of religion." Four well-marked revivals of religion occurred while he was President, mainly traceable to his powerful preaching and faithful ministry. The latter included a general direction of the whole movement, and most careful attention to individual needs. During the revival of 1808, in addition to the regular religious exercises, he conducted an inquiry meeting at least once a week, and was at all times ready to give private advice and instruction to those who sought his help. We are told that had these been his own children he could hardly have been more solicitous for them, and in illustration of this we read of his going late at night to the room of a student who was suffering under deep conviction of sin, to minister to his spiritual needs. As an instance of his direction of the religious work which was called for at such a time, we find that at the revival of 1815, he selected members of the Faculty and theological students to take charge of prayer-meetings which were held in each entry every afternoon. At this time we are told that "a universal solemnity prevailed," and "religion might properly be said to be the general topic of conversation throughout the College."

In the revivals of following years, although members of the Faculty were officially recognized as leaders and directors, it would appear that the movements started from and were mainly promoted by the undergraduates. In 1821, a few students "commenced a series of meetings which were then new." They consisted of gatherings where the religious students met their companions and personally urged upon them the claims of the Christian life. This work, spoken of as new then, contained one of the characteristic features of the Young Men's Christian Association work of the present day. We are also told, "At this time the rooms of the brethren, and especially of some of them, were filled at all hours with their awakened fellow-students resorting thither for their prayers and counsel." As a result of this student work, a considerable number united with the church.

In 1831, there was an extensive revival, for which "systematic and long-continued preparation" was made by "a few of the leading members of the church" in College. A regular visitation of students in their rooms was undertaken with a view to bringing before them the duty of personal consecration to the service of God. This soon led to a general movement for the study of the Bible, and "a meeting was held to form an association to be called the Bible Class of Yale College." We are told that "the whole College assembled in the Chapel" to discuss the matter of introducing the study of the Bible into the regular course, and a committee was appointed to confer with the Faculty. The result was the formation of a Bible Class, which at its first meeting was "found to be full beyond expectation." The religious interest thus aroused and wisely directed continued until seventy-four were led to unite themselves with the College church, and about thirty with other churches. The whole membership of the College at that time was not far from four hundred. An interesting feature of the revival was the active participation of College men in the religious work of the city—another distinctive feature of modern Young Men's Christian Association work. The extent of this revival, in which College and town shared, can be judged from the fact that in the small New Haven of that day nearly nine hundred additions were made to the churches.

In 1835, there was another revival, the beginning of which was "a meeting of a few brethren of the Senior Class, not more than five in number," who agreed to meet together every evening for a short season of prayer for God's blessing upon the College. The size of this praying band

gradually increased, and at the end of the term it numbered fifteen. Appropriate agencies were next employed for spreading religious interest in the College, and fifty were led to enter upon the Christian life.

Of the ordinary religious life of those years, when the impulse of religious fervor was lacking, we have a good though brief account in the recently published autobiography of Rev. Julian M. Sturtevant, D.D., President of Illinois College. He was a student at Yale from 1822 to 1826, during which time he tells us there was "no general religious awakening." Respecting the formal ministrations of the pulpit he says, "Preaching has always been a power for good in Yale. At this time Eliazur T. Fitch was Professor of Divinity and College Preacher. For the most part he had no personal intercourse with the students, but as a preacher he had great influence," and his practical sermons (as distinguished from his theological lectures, then required by the rules of the College) "ever served to strengthen the religious convictions and moral purposes of the students. Preaching was not confined to these Sabbath services. Practical discourses of great value were occasionally delivered on other evenings of the week. Though attendance upon these was voluntary, the Chapel was usually well filled." The work of the preacher was supplemented by that of the students for themselves and for each other. Dr. Sturtevant says, "During the whole of my life in College the Friday prayer-meeting was kept up and was well attended. It was indispensable to the maintenance of our religious life. In it we recorded each week our adhesion to Christ, and revived our consciousness of religious obligation, and of the sacred fraternity which bound us together." One can easily see here the existence of a dividing line between those two forms of Christian activity which must co-exist and co-operate with each other whenever religion is a vital force in a community — namely, public instruction and exhortation, with private application and counsel. That the two were in different hands is made very clear by Dr. Sturtevant's account. He says, "Professors and Tutors held themselves aloof from students and met them only in an official capacity. For the most part a student could hope for sympathy and help in his moral and religious struggles only from his fellow-students." Of the lack of helpful intercourse between teachers and pupils he gives some striking illustrations which are referred to elsewhere. Although not always so extreme as here described, it may fairly be said to have characterized the whole period between the death of President Dwight and the introduction of the elective system. The special reasons for this need not be considered here. But one fundamental cause is obvious and permanent, though happily amenable to considerable modification. The persons who find their appropriate field of work on a College faculty are naturally those who have strong scholarly tastes, and such tastes are fed and developed largely by study of books rather than of men. From early years, in College and sometimes in the fitting school, the distinction in scholarship which marks its possessor for promotion has been earned at the cost of considerable separation from fellow-students, and the necessity as well as the habit of seclusion becomes stronger with age and the demands of the teacher's profession. This points to a normal and useful division of labor when it comes to religious work. That part of it which calls for thoughtful exposition of principles can best be undertaken by the mature teacher. That which involves thorough knowledge of and sympathy with the impulsiveness and immaturity of youth is usually most effective when it comes from the ranks of the students themselves. Both sets of religious workers have co-operated throughout Yale's history, though both have not always been equally well developed and organized. The official agency was put in working order first when the College church was established in 1753, and this, with its own Pastor and student deacons and regular ministrations,

has given strength and continuity to the religious life of the College as nothing else could have done. On the Faculty side, the Professor of Divinity as Pastor has expounded the Christian doctrines as a part of the College instruction, and lay members of the Faculty, like Professors Goodrich and Thacher, have supplemented his work by familiar evening lectures which aimed to show how Christian principle should be applied to the practical problems of life. On the students' side, the deacons in each class have had charge of the class prayer-meetings, which in ordinary times for many years were the students' only contributions to the organized religious activities of the College. The students have also assisted in city mission work, acting as teachers in several mission Sunday-schools. One of these, the Bethany School, was started in 1861, as a distinctively College mission, and will be described later.

As the spirit of Christian work increased, the need was felt of some organization apart from the church which would bring the voluntary activities of the students into relations of mutual helpfulness to each other. Accordingly in 1879, the "Yale Christian Union" was formed. "This introduced the idea of a union of the Christian men of all the classes, and thus paved the way for an organization more perfect." It was seen that the advantages of union would be increased if the field of co-operation were enlarged, so in 1881, it was voted to change the local union into a Young Men's Christian Association, which should be affiliated with similar organizations in other Colleges. This put the Christian activities of the students upon a new and more effective basis, for it applied approved methods of leadership to the spontaneous efforts of individuals, and brought to notice the experience of Christian workers in other Colleges. Furthermore, the inspiration and added sense of dignity arising from participation in intercollegiate work, were of no small value.

These advantages were realized when the first convention of the College Associations of New England was held at Yale in 1883. Thirty-one delegates from eleven institutions were present. The sessions of the Convention were occupied in discussing plans of work, and comparing notes as to methods, and forms of activity which were found most useful in different Colleges. "The convention furthermore established a mutual understanding and confidence which have ever since been maintained and fostered" by means of annual conventions and correspondence between the Association officers of different Colleges. As to the effect at Yale, a writer at that time tells us, "As the beginning of athletic contests and intercourse marked an immediate improvement in the skill and energy displayed in that department, so in our religious work, contact with the representatives of other institutions opened our eyes to the fact that many important things were being left undone, and the consciousness of this at once became an inspiration to greater and wiser effort."

The enlargement of work, and the observed advantages of union, soon awakened a desire for a building devoted to the work of the Association. The class prayer-meetings for many years had been held in recitation-rooms, and the associations there were not helpful. The Scientific students had their meetings in one of their recitation-rooms, two blocks away from the rest of the College. An office was needed for the growing work of the Association officers. Accordingly a movement was started to secure a moderate sum for a plain building, but before it had all been raised Mr. Elbert B. Monroe offered to put up a much better one than had been proposed. The building was completed in 1886, and was dedicated on October seventeenth of that year. Mr. Monroe made the address of presentation in the name of his uncle, Mr. Frederick Marquand, whose intention to give such a building himself had not been carried out because of his death. He also named the building Dwight Hall,

in fulfilment of his uncle's known wish to honor the first President Dwight, who had made a deep impression upon him when he was a boy in the early part of the century. Other addresses were also made, and the occasion was one of great interest and inspiration to the three hundred members of the Association who eagerly looked forward to the increased efficiency which might be expected from the possession of such a building. Nor were they disappointed, for at the intercollegiate convention held at Yale the following year, Mr. J. B. Reynolds, whose prominence in the work of the Association especially fitted him to speak for it, said, "We can testify that the very existence of this building has a very great effect on our Christian life, building up its character and solidity to a degree which it did not before possess, and has added much to the unity of our Christian life and efforts."

With the new building came a more thorough organization, under which the Association has successfully managed the various interests in its charge to the present time. At its head is a Graduate Committee, whose action is subject to the approval of the Corporation of the University. This committee has charge of the finances, guides the general policy of the Association, and appoints the General Secretary. The undergraduate work is under the supervision of the President, who is a Senior chosen by the active members of the Association, and an executive committee composed of Vice-Presidents representing different departments of the University, a Treasurer, a Recording Secretary and the Class Deacons. The latter are elected at the beginning of Sophomore year, and serve through the rest of the course. The President, with the help of the Executive Committee, appoints the standing committees for the year, which are now ten in number. These are on Bible Study, Membership, Deputations, Foreign Missions, City Missions, Northfield, Boys' Club, Systematic Giving, New Students, Reading Room and Library. The President also appoints the Freshman Committee, consisting of ten academic and eight scientific Freshmen, who have charge of religious interests in their Class until the Class Deacons are chosen.

The General Secretary is in some respects the most important officer. He is always a recent graduate, is appointed for a year on a salary, and has his living room and office in Dwight Hall. He has general oversight of the work of the Association, and upon him largely depends its success for the year. The office was created in 1886, simultaneously with the completion of Dwight Hall, for it was found that the supervision of the growing work of the Association required more time and care than could be given by an undergraduate. The General Secretaries with their terms of service have been as follows: C. W. Goodrich, 1886-87; W. L. Phelps, 1887-88; A. A. Stagg, 1888-90; C. W. Barnes, 1890-92; H. T. Fowler, 1892-94; W. H. Sallmon, 1894-97; T. F. Archbald, 1897-98; H. B. Wright, 1898-

The work of the Association for the students begins at the large fitting schools. Shortly before the June examinations a delegate, usually a graduate of the school to which he is sent, goes to each fitting school, which contributes a number of pupils to Yale. He remains over Sunday and conducts a general devotional meeting, in which he urges upon all the importance of Christian life and work in whatever College they go to. He also holds a meeting to which only those who intend coming to Yale are invited. To them he gives some account of the Young Men's Christian Association work at Yale, and tries to impress upon them the importance of identifying themselves with the Association as soon as they come to College. He also finds out by inquiry, during his visit, who are the most active Christian students intending to come to Yale, and gets acquainted with them. By this plan of operations carried out at many fitting schools, a large number of incoming Freshmen are informed

of the Christian work at Yale, have their interest in it awakened, and are prepared to co-operate in it at once when the College year opens.

The next thing the Association does is to hold out a helping hand to all Freshmen as soon as they appear in New Haven. Lists of boarding-houses are prepared for them to consult, a hand-book is distributed giving information about many things which a new-comer needs to know, and personal advice is cordially given whenever desired. Then, on the first Friday evening of the College year, a reception is held in Dwight Hall, to which all new-comers are invited, and an introduction is given them to their teachers, and to the Young Men's Christian Association officers and members. This is followed on the first Sunday by a Declaration Meeting, to which all Freshmen are especially invited. Here they have an



DWIGHT HALL

opportunity to publicly announce themselves Christian men, or declare their intention to become such. Large numbers do this, and find it of great assistance to them in living a Christian life, for a manly showing of one's colors is always respected in College. On this Sunday also they take possession of the room in Dwight Hall assigned to their class, and hold their first prayer-meeting.

The prayer-meetings of all the classes are held on Sunday (except communion days) throughout the College year, directly after the morning service in the Chapel. They are in charge of the Deacons, and are occasionally addressed by members of the Faculty. Other devotional meetings are held by Episcopalian students, who have a separate organization called the Berkeley Association. This is not however in any way a rival of the Young Men's Christian Association. Its members are active in Young Men's Christian Association work, but they have their own meeting on Friday evening, when evening prayers are read, and

short addresses are sometimes made. Each year a course of sermons is preached before them by prominent clergymen in Trinity Church, where all the Episcopalian students, to the number of about one hundred and fifty, attend service regularly on Sunday. The Methodist students also at one time had their organization, the Oxford Club, with its weekly meetings for prayer and conference, but this also in no way interfered with the active participation of its members in the Young Men's Christian Association work.

Directly under the care of the Association are the Bible classes, the Sunday-evening meetings, and the Dwight Hall lecture courses. To the important matter of Bible study a great deal of thought has been given, especially by Mr. Sallmon, whose outlines prepared especially for College students are now used. The general aim has been of course to instruct and interest as large a number as possible in each class, and many experiments have been made in matters of detail. It has been found best to have a separate Bible class for each College class, and to have the teachers students or recent graduates, so as to secure greater freedom in discussion. For the four College classes a graded course has been gradually worked out, beginning with the life of Christ, and ending with selected studies from the Old Testament. There are also separate classes for Sheffield students, teachers, and graduates. The Sheffield students meet now in their own building at 138 College Street, fitted up for their use by a friend. The effect upon the religious life of the Scientific Department of having a separate "Dwight Hall" for its own use will be watched with interest. It may be the first step toward the organization of separate branches of the Young Men's Christian Association in the several departments, a measure which may be made necessary by the rapidly increasing size of the University.

The Bible classes meet on Wednesday evening. On Sunday evening a general religious meeting of the University is held in the large audience-room of Dwight Hall, which is conducted by the President of the Association or some one whom he appoints. The feature of this meeting is a short address from some well-known speaker, usually the preacher of the day in the College Chapel. Visiting clergymen make this a very useful occasion for speaking to the students in a more informal and personal way than is possible at the stated service in the Chapel. Occasionally, as at the annual time of prayer for Colleges, when the religious interest has been sufficiently encouraging, a clergyman has been invited to remain several days for more extended work with the students. Mr. Moody and Dr. McKenzie have been especially successful on such occasions.

Another useful work undertaken for the students by the Association, though not directly of a religious character, is the provision made each year for a course of lectures on week-day evenings. A number of distinguished men have thus been brought to Yale to present their views on important matters of general interest, among them Dr. Lyman Abbott, President Low, General Francis A. Walker, Bishop Potter, Dr. Parkhurst, General O. O. Howard, President Patton of Princeton, the Earl of Aberdeen, Mr. George W. Cable, and President Gates of Amherst.

In addition to, or better perhaps as a part of, its efforts to give strength and earnestness to the Christian life of the University, the Association engages in active mission work in the city. In this line its energies are mainly directed toward three enterprises, the Yale Mission, the Boys' Club and the Bethany Sunday School.

The first of these is distinctively *the* mission of the Yale Association, being conducted and supported entirely by it. This mission was started in 1888, in a hall on Grand Avenue, and

there it remained for several years. Religious meetings were held every Friday and Sunday evening during term time, conducted by a leader and a committee chosen from all the classes, with the assistance of as many as were willing to join in the work. Twenty or thirty students would thus take part in the work of an evening, with an audience of a hundred and twenty or more. The report of 1892 records that "with the exception, perhaps, of the Seaman's Bethel, no mission in the city reaches a class of men so low down as are many of the attendants at the Grand Avenue Mission." At first the young men found it difficult to reach a class so different in habits of life and thought from themselves, until several went to New York and engaged in city mission work there for a while under trained leaders. The experience gained there was brought back to Grand Avenue and contributed greatly to the success of the work here.

This work could not fail to awaken deep interest in individuals, who in cases of necessity were given a night's lodging, food or clothing. These at first were private contributions from the students, but it became evident that material assistance was an important part of the work the mission was trying to accomplish. Especially important was it to have a clean lodging place, free from the temptations of the saloons. Accordingly in 1894, a building was rented on East Street in the heart of the tenement district, cleaned and repaired, and marked with a sign, "Yale Mission." The lower story, which had been a saloon, was fitted up as a chapel for the evening meetings, and the two upper stories were made into a lodging-house, with kitchen, bath-tub and twenty beds. One room was set apart for a graduate student, who lives there, and a strong capable man, who understands the class of men he has to deal with, was employed to run the domestic part of the establishment. Here a good wash, a clean bed, and a breakfast of coffee and bread were furnished for fifteen cents, which price has lately been raised to twenty-five cents. Tickets are freely given to those who cannot pay. The chapel, well warmed and lighted and "made to look as pleasant and homelike as possible" with mottoes around the walls, and magazines and papers brought down from Dwight Hall, and a piano for music, is open every evening in the week. On Tuesday, Friday and Sunday evenings, religious meetings are held, and on the other evenings of the week the chapel serves as a reading-room.

Concerning the total amount of good done by the mission to the men whom it aims to reach, it is obviously impossible to make any very definite statement. The Report for 1894 records one hundred and twenty-five "professed conversions," but only a few of these could be followed up. More satisfactory is the Report of 1896, that "During the year a band of eighteen or twenty men who were reached in the meetings one by one have gradually collected, and these men are all, by the help of God living a Christian life." The meetings are well attended; fifty to eighty on Sunday evenings, with sometimes a crowded house; twenty or thirty on week-day evenings. The lodging-house is well patronized, two thousand two hundred lodgings having been given to five hundred and twenty-five men during six months of 1897-98. Clothing was also distributed, work procured, and men visited, "over one thousand personal interviews" being reported by the Superintendent. In 1897, in addition to its regular use, the building was used by the United Workers as a soup kitchen, and during six months of the year a service was held in it for Italians, under the supervision of the Calvary Baptist Church, of which Rev. E. M. Poteat is the Pastor. Thus the usefulness of the mission is increasing, and the need of a larger building is felt. To meet this, the sum of \$8000 has been contributed by students and alumni, and with it a three story brick building, now approaching completion, has been erected on Franklin Street.

The value of the missionary work to the many students who have a hand in it in various ways can hardly be overestimated. The Report of 1898 says, "A large number have testified that this work has been the strongest Christian influence in all their College experience." In addition to the fifty to one hundred students who in the course of a year engage directly in the mission work, we should remember those who become interested in the work of their friends, occasionally attend the meetings, and help with their contributions. When the mission was moved to East Street its expenses were trebled, but the extra expense was met without additional drain on the friends of the Association. The fact also that a student lives at the mission has "had the effect of forming a closer connection between the men of the mission and the students."



YALE MISSION

An enterprise similar in some respects to the Yale Mission is the Boys' Club. An excellent account of its origin and early years appeared in the Report for December 1892, and is here given. "In the spring of 1889, the Class of '92 decided to organize and take charge of a boys' club, the object of which was to provide an evening occupation for boys who were accustomed to spend their time in the streets, and to offer them a warm and comfortable room where they might gather for instruction and enjoyment. A room on Grand Avenue was taken and fitted up with games and books by a committee appointed to carry on the work through the first year. The club was called the Grand Avenue Boys' Club. The visiting, and in fact the entire duties of the club, were undertaken by '92, with such great success that, the next year, the number of boys who had joined made it necessary to have a Superintendent who could give all his time to the work. Among the most active workers in organizing and managing the club were Messrs. G. Hollister, J. K. Tibbits and H. T. Pitkin. Besides what

they accomplished in their personal work among the boys, '92 contributed the sum of \$700 for the running expenses. In the spring of 1890, the club joined with the Association of Christian Workers in the United States and Canada. A Citizens' Committee, consisting of Messrs. Eli Whitney, Pierce N. Welch, Rev. J. C. Collins and General S. E. Merwin, was appointed, and at the same time, it was decided that each Freshman Class should take charge of the club and contribute not less than \$300 toward the running expenses. The work during this year was very prosperous, and when '94 took charge in March 1891, it was able to take a room on Orange Street, which was somewhat larger than that on Grand Avenue, and much more accessible for College men. The name of the club was changed to the University Boys' Club." The average evening attendance is elsewhere stated as having been sixty, and the total number of boys reached when the club was on Grand Avenue and Orange Street is placed at one thousand seven hundred and forty-one. Over one thousand free hot-baths were given. A Superintendent was employed who "visited the City Court every morning, and aided a number of boys who were brought before the court for various offences. He also secured employment for a number of boys, and made several hundred visits to their homes, and learned much about their home surroundings." A penny savings bank was opened, which received about \$100 from one hundred and ninety-nine depositors. The club was open every evening, and students were present to keep order and help entertain the boys. An aggregate of five hundred and sixty visits from College men was made.

In the fall of 1892, the club entered on a new period of its career under somewhat changed conditions. The Church of the Redeemer, which had a mission chapel named Welcome Hall on Oak Street, agreed to furnish the basement of the chapel for the use of the club, and to bear all the expenses of the enterprise. The students of the University on their part agreed to furnish men to go down every evening and run the club. Thus, as far as work was concerned, it was to be entirely in the hands of the students, but they were to be relieved from responsibility on the score of expense. The plan of having it a distinctively Freshman enterprise was adhered to. So in the early part of each College year the Sophomores, having started the Freshmen in the work, turn the club over to them, and they look after it for a year. A committee from the two sections of the Freshman Class, Academic and Scientific, is chosen to superintend the work. Relays of volunteers from the class, numbering from three to seven, go to the hall each evening and do what they can to amuse, instruct and help the boys. The attendance of the latter is on an average about sixty or seventy of an evening, and the whole membership is two or three hundred. Many more would be glad to come in, but it was wisely determined to limit the number to those who would attend the club with some regularity, and thus put themselves in the way of receiving some lasting good from their membership.

It can be readily imagined that it is no easy task for half a dozen young fellows to restrain and interest three score street-urchins. Those who undertake it have to expend a good deal of ingenuity, and receive much knowledge of human nature in return. Various methods are resorted to. Games, such as checkers, are always provided, which the boys can take up at their pleasure. A few times during the year entertainments are given, the Glee and Banjo Clubs of the University furnishing music. Sometimes a group is formed to listen to reading. "Geographical and spelling puzzles, drawing-slates, and similar instructive forms of amusement" are tried. With it all is a constant desire to do something for the permanent improvement of the boys, though care has to be taken not to make this oppressive. The habit of saving is cultivated by the penny savings bank under the rule that when a deposit is started

it cannot be drawn upon until it reaches the sum of two dollars. A debating club and a drawing class are reported as being "enthusiastically supported" by the boys. Cleanliness is always in order, hence the bath-tub is a permanent, and, to the credit of the boys be it said, a popular feature of the establishment. A library has been started. Gymnastic exercises of various forms have been introduced. A young lady from the Anderson Gymnasium conducted a class in calisthenics with such success that a second one had to be formed. Members of the gymnastic association have drilled a class in dumbbell exercises. Of course a "Boys' Brigade" has been organized. Under the direction of an officer of a city regiment the boys get some idea of discipline and manly bearing, and have the great treat of joining with the other Boys' Brigades of the city in their annual parade.

During the past year (i. e. 1897-8) a new form of organization has been adopted, and regular instruction has been given in various kinds of handiwork. The boys have been grouped in a number of smaller clubs, containing about twenty each. "These smaller clubs meet each in their own room one night per week. Each club has its own distinctive name, colors and yell, and elects its own President, Secretary and Treasurer. Four students meet with each club and coach the different officers in parliamentary law. After a club has had its business meeting the boys turn to their industrial work, which the four students teach. Drawing, basket-weaving, chair-caning, Venetian iron-work and mat-making are at present the chief occupations." The new plan has worked well. "The boys learned what application meant and there was great rivalry between the clubs in all their work. Further than this they took pride in whatever their members did outside. The boys sold some of their work and made quite a little profit. A sum of two cents per week was charged as dues for membership, which the boys willingly paid."

It will be seen that a great deal is done to brighten the lives of the boys, and give them ideas of better things than would have come to them in their ordinary surroundings. For this they are perhaps as grateful as could be expected, though we are told "they do not always show their appreciation in conventional forms." This will be readily believed. As for the students who take part in this work, the value of it to them is very great, and their interest in it is increasing. During the College year covered by the report of June 1898, "over one hundred students volunteered to go down to the club one night in every two weeks, and their work was well supported." It was a happy thought which committed the care of the club to the Freshmen, thus giving them an opportunity for unselfish Christian work at the very opening of their College life.

The Bethany Sunday School is much older than the Young Men's Christian Association and is related to it as an "affiliated organization." It is the Mission School of the College Church, having been organized, as before mentioned, in 1861. It has received pecuniary help from the funds of the Association, but ordinarily its expenses are paid by a collection taken for the purpose once a year in the College Church, and by the individual contributions of the teachers. The Superintendent, chosen each year, is a Senior, and the male teachers are all students. The infant class and a few other classes are taught by ladies. The membership rises each year to about one hundred and twenty-five as Christmas approaches, afterward dropping off to somewhat below one hundred. Entertainments are given at Easter and Christmas. The building in which the school meets was built for it in 1865, the Trustees being mostly College Professors. It is located at the corner of Oak and Orchard Streets, in a part of the city somewhat remote from churches,

and for many years has done a useful work in the neighborhood by methods which are common to mission schools and need not be recounted here.

Next to the city mission work may be mentioned Foreign Missions, to which much attention has been given. The interest for several years centred in the Volunteer Band, the organization of which was a part of the great movement which started at Mount Hermon, Massachusetts, in 1886, and in a few years swept over the country, enlisting for foreign missionary work many scores of young men in our different colleges. The Volunteers at Yale met regularly once a week, not only for the purpose of keeping up their own enthusiasm, but also to spread the knowledge of and interest in missions throughout the University. Within a few years the latter work has been taken up by the Association, and a committee on Foreign Missions has been regularly appointed which co-operates with the Volunteers. One important aim of this committee has been to enlist in the support of missions many who have no thought of personally joining the Volunteers. To this end one class prayer-meeting in each term has been devoted to a missionary subject, which is thus brought to the notice of some who might not go to regular missionary meetings. The latter are also held weekly and are the occasions for thorough study of missionary topics, and also for the presentation of addresses by missionaries and others engaged in the work. The Volunteer Band has at the same time kept up its own meetings, and has enlarged its work by visiting churches in different parts of the State, and presenting the cause of missions. The Report for 1897, records one hundred and two of these "talks" in fifty-eight different places. More important than all, as showing a practical outcome of the efforts to awaken interest, is the support of a foreign missionary by the Yale Association. Mr. J. T. Swift of the Class of '84 has for a number of years been engaged in the Young Men's Christian Association work in Japan under appointment from the International Committee. His support has been partly provided by the Yale Association, and as the sum contributed for that purpose has increased, the full payment of his salary will doubtless be assumed at an early date, probably next year. The money comes from the undergraduate members of the Association, whose attention is called to the duty of systematic giving by a committee appointed for that purpose.

One of the principal motives for organizing a branch of the Young Men's Christian Association at Yale was the desire to secure the benefits of co-operation and fellowship with other institutions. The efforts to secure these form a very important part of the work of the Association, and are under the charge of Deputation Committees. These are composed of undergraduates in the associated Colleges, and their intercollegiate work is under the superintendence of the Intercollegiate Committee. A part of the work of the Yale Deputation Committee is local in its character. The students at the disposal of the committee hold themselves in readiness to answer calls for persons to conduct or help at religious meetings in New Haven and vicinity. Some of these calls come from city churches for speakers or singers on special occasions. Others come from small school-house congregations in the outskirts of the city, and the services of College men there sometimes make the whole difference between success and failure of the meeting. The help of singers is especially appreciated, and the attendance at a meeting is often largely increased by the announcement that a College quartet will be present. Outside of New Haven, requests have been made for visits from Yale deputations, and the work has been extended so as to include somewhat distant places in the New England States, and

in New York and New Jersey. It has been found that "many city and town associations consider it a privilege to have College men address their meetings, and are glad to pay the expenses of a deputation," and it has been the determination of the committee that "if it could possibly be prevented, no request for speakers should ever be refused." In the College year ending June 1896, thirty-six such calls were received and answered.

Another part of the deputation work consists in visiting Preparatory Schools. This has been referred to already in so far as its purpose is to form the acquaintance of prospective Yale students and prepare them for their College work. But the deputation work at the preparatory schools has a wider purpose than that, namely, to quicken and strengthen the religious life of the School. Much good is accomplished by this work, in which many Colleges take part, for "a College man has a peculiarly strong influence over one preparing for College, so that a College deputation is especially well fitted to give a strong impetus to the religious life of the institution which it visits."

In the strictly intercollegiate part of the Deputation Work, "Visits to College Associations are made under direction of the International Committee, usually by the Chairman of the Deputation Work, who is sufficiently acquainted with plans and methods to confer with officers and committees. By the interchange of ideas, mistakes are avoided, the work enlarged and the intercollegiate bond which ties our four hundred and sixty College Associations together greatly strengthened." In pursuance of this plan, representatives of Yale have visited most of the New England Colleges and others as far away as the University of Virginia, and have received visiting deputations in return.

This Deputation Work at Yale calls into service a good many men—eighty are reported for the year ending June 1897—and by it healthful influences are given and received, not the least of which is increased mutual respect resulting from better acquaintance. But all these mutual advantages are experienced in much greater measure at the annual gathering at Northfield, Massachusetts. There, directly after the Commencement season, College men from all over New England are held together for a brief period of ten days before they scatter for the summer. The purposes of the gathering are to quicken the spiritual life, and stimulate the Christian activity of young men from many Colleges. The agencies employed for the former are devotional meetings, Bible study under trained teachers, and addresses by Mr. Moody and other well-known evangelists and preachers. These also awaken earnest purpose for renewed Christian activity during the next College year, and this is strengthened and made more effective by the free interchange of views and comparison of methods which the College men make in their intercourse with each other. All accounts agree in high praise of the spiritual, intellectual and social life at these gatherings, which have been held annually since 1886 under the direction of the Young Men's Christian Association International Committee. Yale has been prominent in this movement, and year after year the report is made that the Yale delegation was the largest at the convention, and larger than ever before, until in 1897, the number reached ninety-six. Weston Hall, one of the buildings of Mr. Moody's Seminary, is set apart each year for the use of the Yale men, and here they live and hold each day a prayer-meeting, and occasionally give receptions to the delegates from other Colleges. Concerning the life in Weston Hall, where Christian men from all classes of the University are brought together for about two weeks in close intimacy, the Report of 1896 says, "The opportunity to learn something of the ideals which guide the lives of our friends and to talk familiarly with them of our own questionings and temptations counted for more than could any number of formal addresses in making the days at

Northfield of deep and lasting value." It will be readily believed that the influences of this gathering remain through the summer, and make those who have felt them more earnest and active when the season of College work begins again in the fall. Northfield has become an important factor in the religious life of Yale, and in recognition of this a "Northfield Committee" is appointed each year by the Association. Its object is to perpetuate interest in the Northfield work, and increase the attendance of Yale men each summer.

Looking back at the religious life of the College in earlier times, one must be impressed with the great outward change which has come over it. Revival fervor is not now so much depended on as an agency for awakening the religious life, or as the normal manifestation of its existence in the heart. Instead, we have more constant activity, thoroughly permeated with the spirit of helpfulness, ever on the lookout for new fields of usefulness, and multiplied many fold in its effectiveness by co-operation on a scale probably never so much as dreamed of by our predecessors. As a result, we have the Yale Association of to-day, with its more than a thousand undergraduate members, and its management largely in the hands of those whose intellectual force, athletic prowess and social position make them the natural leaders of the student body. Never has the Association been stronger, or its influence more pervasive than at the present time. The Report of June 1897, states that one hundred and eighty-six men had been actively engaged in committee work during the year, that ten-elevenths of the Academical Department had joined the Association, that two-thirds of the members of the Senior Class had at some time during their College course spoken in the class prayer-meetings, and that the receipts of the Association had increased twenty-five per cent. during the year.

Yale College always has been and is a Christian College. "It was founded in prayer, and in the spirit of consecration to the service of God. Its history has been filled with the evidences of the Divine presence and goodness and watchful care. Its officers and teachers in the past generations have been earnest Christian men, and its students in great numbers have found in the Christian faith the inspiration of their lives."

CHAPTER II

LITERARY ACTIVITIES

SO far as our definite knowledge goes, voluntary literary activity of the students in connection with a society organization began about the middle of the eighteenth century. A society of some sort existed before that, but only its name, "Crotonia," has come down to us. In 1753, "The Honorable Fellowship Club" was formed, its reputed founder being William Wickham, who graduated in that year. Conformably to the views of that time concerning the social inferiority of Freshmen, they were not admitted to membership until the leaven of the approaching Revolutionary period wrought changes in popular standards which were reflected in the College life. In 1768, the names of the students in official lists were for the first time arranged alphabetically, instead of in accordance with the importance of their family connections, and in the same year appeared a new society distinctly based on the admission of Freshmen to membership. This society, containing members from all the classes, was appropriately called the "Brothers in Unity." The hero of this movement for securing the rights of Freshmen was David Humphreys of '71, "who stood up for the dignity of his class, . . . and with thirteen of his classmates fought for and established their own respectability." He was after-

ward an officer in the Revolutionary Army, fought at Yorktown, and was detailed to deliver to Congress the colors surrendered by Cornwallis. He was subsequently United States Minister to Spain. The older society promptly yielded to the spirit of the times and elected Freshmen, and a few years later, during the Revolutionary War, took the familiar name of "Linonia." Thus appeared upon the scene these two well-known student organizations which for a hundred years played such an important part in Yale life.

After the Societies were both established, their membership appears to have included nearly if not quite all College. The early refusal of admission to Freshmen was the only exclusiveness ever attempted. After that was given up, all who were willing to join were welcomed, and a rivalry soon sprang up numbers. As the stantially alike, and efforts of both failed preponderance for in 1801, that the each year be assigned, the second to Bro- through the class ar- cally. This plan was when the contest be- numbers broke out until 1865, when the allotment was again tinued until the soci-



DAVID HUMPHREYS

A third society, organized in 1819, by who seceded from the of the secession, fate- ture, was the election the Presidency of was in existence about during which time its sisted almost entirely

who joined it in preference to the other two as a matter of course. The three societies met in hired halls which were changed from time to time, until Alumni Hall was built. In planning that building, it was arranged to give up the second story entirely to the societies. Two spacious rooms were constructed, the one on the north for Linonia, the one on the south for Brothers, and a long narrow one between the two for Calliope. But the latter society had become extinct by the time the building was completed in 1853, so that the middle room was never used for the purpose intended. The other two were the homes of Linonia and Brothers for the next fifteen or sixteen years, when those societies also became obsolete.

The movement which led to the organization of these societies had its origin at a time of considerable intellectual activity, when that wide-awake man, President Clap, was stirring up the students to think on a great variety of subjects. The purpose of the movement, more or less distinctly apprehended, was to stimulate discussion, and later to

to secure the largest societies were sub- the most strenuous to secure any decided either, it was agreed Freshmen should the first to Linonia, thers, and so on down ranged alphabeti- adhered to until 1830, tween the two for again and continued method of alphabetical adopted, and was con- eties ceased to exist. the "Calliopean," was Southern students other two. The cause ful presage of the fu- of a Northern man to Linonia. This society thirty-three years, membership con- of Southern students,

cultivate dramatic talent and the art of oratory. The social aspect of the movement was also of great importance, but this will be considered in another connection. The little that has come down to us of the society work in the eighteenth century was set forth by Professor Coe in his contribution to the large Yale History published in 1879. Of the first thirteen years, or until about the time when two societies occupied the field, no record was preserved. After that, it appears that there were regular literary exercises, consisting of "narrations," disputes, "humorous dialogues," and criticisms. A curious feature of the meetings was the presentation of questions which apparently were not discussed, but after passing the scrutiny of a committee, were recorded with their answers. The first of these questions preserved for our inspection was, "At what time did the Latin Language arrive at the greatest perfection in the city of Rome?" Other questions follow, some of which are quite uninteresting to us, and some show curiosity about matters which are now the best-known facts concerning the operations of nature. "How is the greatest common measure discovered in algebraic quantities?" "To extract the square root of 16/99ths." "Why is the weather coldest when the sun is nearest to us?" "What is the reason that though all rivers run into the sea yet the sea doth not increase?" It will readily occur to us that this simple method of having one's views placed on record must have furnished a rare opportunity to cranks, and we suspect that the committee of scrutiny may have been as useful an agent of suppression as a Congressional committee at the present day. We have a hint of this in the diplomatic entry, "Some very profitable and agreeable questions were asked," said questions being unrecorded.

Nineteen years after the organization of Linonia, the practice of debating appears to have been introduced, and it is interesting to see that the first question debated, on December 16, 1772, was, "Is it right to enslave the African?" How little they could foresee the solemn decision of ninety years later! All College work suffered during the Revolutionary War, but the records appear again after the surrender of Cornwallis. As might be expected, many of the questions debated were theological ones, such as would now be proposed in a Divinity School. "Can a finite nature commit an infinite crime?" "Is not infant baptism a danger to religion?" "Is God the author of sin?" "Does the soul always think?" "Have we sufficient authority to believe the divinity of the Scriptures?" "Was the punishment threatened to Adam in case of disobedience anything more than temporal death?" "Did all mankind descend from Adam and Eve?" "Was the flood universal?" Other subjects for debate show that the students took that interest in the vital public questions of the day which has always been characteristic of Yale. "Ought ministers to be supported by public taxes?" "Has any power authority, in justice, to prohibit labor on certain days?" "Ought theft to be punished with death?" "Ought the eldest son to have a double portion?" "Would it be politic to entrust the command of the army to the President of the United States rather than to Congress?" "Is it good policy to compel people to attend public worship?" "Ought not the slave-trade to be abolished?" "Is commerce on its present footing beneficial to the United States?" "Have the United States any right to compel any one of the States to come into the Constitution?" "Ought Vermont to pay her proportion of the publick debt if she is admitted into the Union?" Very different matters these from the ones which claimed attention before the war.

At first the debates came in only for their turn among a variety of exercises. One of the early documents preserved gives us the order for a round of four successive meetings.

The first was to be occupied with declamations, the second with compositions, the third with "forensic disputations," the fourth with "alternate questionings." Addresses were also given on various learned subjects by "Professors" appointed for the purpose. Thus the list of society officers included "Professors" of History, Composition, Oratory, Natural Philosophy, Mathematics and Geography. These were elected quarterly, and "it was the duty of each Professor to deliver at least one lecture in his specialty in the quarter covered by his term of office." From the beginning of the present century the debate was "the main feature of every meeting."

The presentation of plays under various names was an important part of the literary exercises for over half a century, and the names of well-known persons, such as Nathan Hale, Timothy Dwight and James Kent (afterward Chancellor of New York), appear as actors. Some of the lighter of these plays entitled "humorous dialogues," appear to have furnished opportunities for improprieties which called for the intervention of the College authorities, but these interdicts were temporary. Public exhibitions were given from time to time, in which a dramatic performance was the most prominent feature. "This became more and more elaborate and costly, and finally greatly overshadowed the regular work of the societies. Large wardrobes were accumulated for the use of the actors, and the collection of plumed hats, and slashed doublets, of breeches and buckles, of broad-swords and rapiers, were exhibited as electioneering arguments to the dazzled eyes of the Freshmen, and gave occasion for the creation of an office with a high-sounding title, that of Keeper of the Wardrobe."

The titles of some of the plays before the Revolution were "The Toy Shop," "The Beaux's Stratagems," "Ximena," and "Love makes a Man." The war turned attention to more serious matters, and furnished plenty of incidents which were dramatized. Some of these were, "Arnold's Conquest of New London Fort," "The Surrender of Cornwallis," and "The Surprise and Capture of the Germans at Trenton." Interest in public affairs not so stirring as battle scenes is witnessed by such plays as "The Disturbances in Massachusetts" (known to us as Shays' Insurrection), and "The Adoption of the New Constitution." The cast of the latter is true to the prevailing spirit in the stronghold of Federalism, for we find that "True Heart" and "Manly" supported the Constitution, while "Puff," "Wrong Head," "Obstinate," "Sneak," "Sulky" and "Underbrush" were antifederalists!

The golden period of the societies was the first third of the present century. They were then secret and so jealously guarded that the names of their Presidents and other officers were not known to outsiders. This promoted the bond of fellowship, which was primarily aimed at, as the first name of Linonia shows. The College also was small enough to make general acquaintance among the members of each society possible, yet large enough to furnish respectable audiences. Under these favorable conditions, the literary exercises and particularly the debate flourished. Yet even then there was a good deal of shirking. "Orations promised were postponed from week to week; the 'Professors' especially were conspicuous for their delinquency, in spite of a fine of three shillings, and the further penalty of exclusion from the use of the Library, and the labor of granting excuses became so great that an excusing committee of eight members was regularly appointed." Yet many were faithful and derived much benefit from the society connection, the memory of which long remained to inspire wails over the good old days from grad-

uates who returned and found that the glory of Linonia and Brothers had departed. Interest in the private literary exercises and in the public exhibitions appear to have gone hand in hand, for when, some time in the thirties, the elaborate dramatic performances were discontinued, it was found that a general decline of interest in the literary exercises followed. Changes were made about this time in the plan of the societies. They ceased to be secret, and public announcement was made of the meetings each week. On each Tuesday nearly every tree in the College square was decorated with pink and blue posters publishing the subject of debate and the names of the leading speakers, and the members of each society were at liberty to attend the meetings of the other. But attendance at the regular meetings continued to decline, and voluntary participation in debate became quite limited.

Interest was now transferred to the annual campaign, and the periodic prize debates. The campaign will be mentioned in another connection. The Prize Debate was started in 1850, by Hon. William D. Bishop of '49, who gave \$1000, the interest of which was to be paid each year in the form of prizes for successful competition in debate. Of course Brothers, not to be outdone, followed suit, and a system of Class Prize Debates was established which lasted about twenty years. As finally elaborated, this consisted of a debate with three prizes for each class in each society. The amount distributed in this way annually was about \$350, but since the prizes were often divided, the sum accruing to each winner was small. But the great thing was the "honor." This was variously esteemed in the different classes. Freshmen entered the lists in large numbers, for it was their first opportunity to show what material their class contained, and the winning of a prize might be the first step in a series of triumphs which would land one safely at last in a Senior Society. Sometimes so many Freshmen crowded into the arena that two sessions, afternoon and evening, had to be held, and often the contest lasted until midnight. Sophomores were not so eager to compete, but when Junior year came around interest revived, for at the debate of that year a Junior might display abilities which would attract the favorable notice of those who had Senior honors to bestow. In Senior year interest waned again. Seniors had little to gain, while those with previous records might lose prestige by failure. Still, a Senior, by taking a prize in the debate of his year, might improve his chances for the Class Oratorship, and this brought out some. About thirty or forty persons each year received prizes, and of course the number who tried at the debates was much larger, so that a good many had the benefit of the preparatory drill, and of participation in the public contest. Hence the Prize Debate was quite a useful institution for the encouragement of writing and oratory. But it did nothing to stimulate extemporaneous debate, since the speeches were all written out and carefully committed to memory.

Another useful service performed by these societies was the accumulation of Libraries. This began quite early in their history. In 1770, one hundred books were reported as belonging to Linonia. Brothers soon started its Library also, and the two increased steadily, partly by gift, partly by purchase. At one time it was the custom for each member at graduation to present a book. The annual membership dues were six dollars, and after 1860, were placed on the term bills and collected by the Treasurer. A considerable sum was realized each year from this source, and the larger part of it was spent in the purchase of books. These were of lighter character than the books in the College Library, and furnished a large part of the reading matter which was actually made use of by the students during their College

life. A wise provision of the societies' constitutions was, that if they were ever disbanded, their Libraries should become the property of the College. The time for the application of this provision came in 1869, when interest in the societies had completely disappeared, and a quorum was with difficulty brought together to transact a last item of business. The Libraries then numbered about thirty thousand volumes, and constituted a legacy of great value to the College.

Various causes have been assigned for the demise of Linonia and Brothers, a common one being that they were killed by the smaller secret societies. A better explanation may be reached by observing that they were successful so long as they were secret, and of moderate size. When the veil of respectful reticence was cast aside, genuine regard for the societies was replaced by ostentatious loyalty which degenerated into burlesque; and when they became very large, good fellowship was impossible and they could no longer fulfil one of the principal ends for which they had been instituted. This process of dropping out of touch with student life was a gradual one, and while it was going on, the system of smaller societies was being developed, and so to many appeared to be the cause of the ruin of the larger ones. Furthermore, during those years debating and oratory passed under a cloud, being no longer appreciated as formerly in College circles.

Nearly as old as Linonia and Brothers was the famous Phi Beta Kappa society, which originated at William and Mary College in 1776, and established a chapter at Yale in 1780. Its avowed object was the "promotion of literature and friendly intercourse among scholars." For some years regular meetings were held, at first fortnightly, then once a month, at which the exercises were an oration and a debate. "Exhibitions" were also given at Commencement, "when two orations were delivered by Tutors or other graduates, and a debate was engaged in by four undergraduates." These were attended only by members of the society, which was a secret one, until in 1787, when an oration was delivered in public. This was the first of the "Phi Beta Kappa orations" which, with the frequent addition of a poem, for ninety years formed an attractive feature of Commencement week. The last appointment of this kind was filled in 1871. The fame of the society was high, and some of the most noted orators and literary men in the land were glad to receive and accept the honor of an invitation to deliver the Phi Beta Kappa oration or poem. This became indeed the only literary activity in which the society indulged. Before the middle of this century interest in its meetings subsided, and membership in it came to be prized solely because of its connection with the graded system of appointments awarded by the College. Only those receiving the higher appointments were elected to it, hence its badge, a gold watch-key, was a mark of good scholarship, and as such was highly esteemed and eagerly striven for during the first half of this century. After that, when distinction in other fields of activity engaged the attention of the College world, it fell into neglect, and wearers of its badge were subjected to good-natured chaffing. Within the last fifteen years there has been a revival of interest in it, so that the privilege of wearing the Phi Beta Kappa key is once more an incentive to good work in the class-room. Regular monthly meetings are also held by its members, at which papers are read, and informal talks are given by members of the Faculty and other invited speakers. In the early summer of 1898, a room in the basement of White Hall was turned over to it and furnished for its use, at once a proof of its present vitality, and a promise of its future usefulness. Lately a desire was expressed by Sheffield students for admission to it, but after careful consideration it was thought best to organize a separate "high stand" society

for that department. This is the Sigma Xi Society, and it answers the same purpose in Sheffield that Phi Beta Kappa does in the Academical Department.

Another somewhat ancient organization which played its part at one time in cultivating a literary spirit at Yale was the Chi Delta Theta Society. This was of local origin, and was founded by Professor James L. Kingsley in 1821. "Its object was to compliment and encourage literary as distinguished from scholastic ability, and about a fourth of the Senior Class, including all the good writers, were annually elected to it." Regular meetings were held once in two weeks, at which essays were read and discussed. The society flourished for about twenty years, then disappeared and was forgotten until 1868, when it was revived by the editors of the Yale "Lit." The five editors, with three or four other Seniors elected by them, constitute the society for the year, and wear its badge, which is a gold triangle. The activity and influence of the society, apart from its close connection with the "Lit.," appears to be of minor importance; but it is something to have the name of a once useful organization connected with the past history of the College kept in remembrance.

The entire lack of opportunities for the cultivation of speaking, beyond the very limited ones furnished by the College, was soon felt to be a misfortune after the large societies had disappeared. This led to a movement which flourished for several years, for holding debates between different classes and class organizations, and in 1878, an effort was made to revive Linonia, but it met with only temporary success. In 1890, another experiment was tried by the organization of the Yale Union as a debating society open to all classes, on the plan of the Unions at the English Universities and at Harvard. This has been successful. The old Calliopean Hall has been fitted up for it, and here its meetings are held weekly.

A great impetus was given to debating at Yale by the institution of the Joint Debate with Harvard and Princeton. The first debate was held at Cambridge in 1892, and was followed by one at New Haven in the same year. At these, no decision was rendered. It would have been well for Yale's literary reputation during the next three years, and for Harvard's peace of mind since, if this precedent had been adhered to. But the general desire for some tangible evidence of success asserted itself, and since 1892, the palm of victory has been awarded to one of the contesting colleges. In 1893, '94 and '95, Yale debated five times with Harvard and once with Princeton, and was defeated every time. During the next three College years, beginning in the fall of '95, Yale was successful every time over Harvard, and lost only one debate with Princeton. The reasons for this sudden change, and the way in which it was brought about, are interesting as showing a characteristic effect of criticism and defeat upon Yale. In the first place, the public, through its mouthpiece, the press, attached overwhelming importance to the single item of victory or defeat. This was accepted and paraded as the one test of relative ability and excellence for the time being between the contesting Colleges. Of course it was not in human nature to be indifferent to this state of the public mind. As defeat followed defeat, Yale, the larger Yale beyond College walls, as well as the part still within, became exceedingly restive. It was wholly in keeping with her past history that instead of sulking, or becoming discouraged, her partisans set to work with invincible determination to win, and thus redeem the good name of the College. A well-devised plan was put in operation of holding preliminary debates for discovering the best men, followed by careful coaching of the chosen speakers. These were put through a course

of training quite comparable with that of a foot-ball team, whereby their powers both offensive and defensive were developed, and they were brought to work together as an organized body in accordance with a prearranged plan of campaign. On this arduous work of preparation, students and graduates entered with zeal. Among the latter should be mentioned Dr. E. V. Reynolds and Professor Hadley, whose experience and good judgment have been important factors in securing the successes so grateful to Yale men.

All this has been done for love of Yale in response to an imperative public demand; for although much practice debating has been going on during the College year, there is little spontaneous enthusiasm for it apart from the desire to win victories for Yale. This is unfortunate, but it is doubtless the result of natural causes widely operative in the community at large, chief among which is probably the fact that the majority of educated people in these days receive both information and inspiration from the printed page rather than from the living voice.

It is unfortunate (though doubtless inevitable) that in these contests so much should depend, in public estimation, upon the decision of the judges, for their personal equation is a large element in the case, and of this the public takes no account. It is impossible to formulate any precise rules for their guidance, as can be done in the case of athletic contests; hence much must be left to their individual judgment, and this is subject to constant variation from one debate to another. Again, the mind of the most upright judge has a natural bias on questions of general interest which is liable to influence his decision without the least conscious departure from perfect fairness. Lastly, few if any questions that can be found for debate have two really equal sides, hence one of the contestants in a debate is usually handicapped from the start. One indication of this is the disagreement noticed at nearly every debate as to what the question really means, each contestant trying to put on it a construction favorable to his side. Another indication is the fact that out of the twelve debates in which Yale has taken part in the last six years, the affirmative has been the winning side only three times. The explanation of this probably is that the questions are usually so worded that the affirmative proposes some alleged reform or innovation, and the negative, as the defender of the established order of things, appeals to natural conservatism, and so has an advantage.

The following questions, selected from the twelve because of their brevity, are fair samples of the whole; they all relate to matters of public policy, and show how closely the young men of our Colleges keep in touch with public affairs: "Resolved, that independent action in politics is preferable to party allegiance." "Resolved, that full membership in the House of Representatives should be given to the Cabinet." "Resolved, that the time has now come when the policy of protection should be abandoned by the United States." "Resolved, that the power of the Speaker of the United States House of Representatives is detrimental to the public interest." "Resolved, that the Hawaiian Islands should be annexed to the United States." "Resolved, that a permanent Court of Arbitration should be established between the United States and Great Britain." Of these, the last was the only one which was decided in the affirmative. Surely the thorough study and discussion of such questions as these should be considered vastly more important than the decisions of any judges on the merits of the final debate.

Turning now to undergraduate publications, we find a long-continued and creditable literary activity which has been greatly expanded in recent years. Beginning with 1806, and during thirty years following, short-lived publications to the number of seven or eight appeared from time to time. The literary value of most of these was small. None of them had much to say about contemporary College affairs, and possibly that is one cause of their failure. In the literary development of the College they were the early prospectors who failed to discover paying ore. But the right vein was struck in 1836 when the "Yale Literary Magazine" was established. The "Lit.," as it is familiarly called, is without doubt "the most successful periodical in American College literature." It also has the credit of being "the first College periodical that ever succeeded, and is one of the very oldest of any kind, (save the newspapers) in the whole country." The persons mainly concerned in starting it were William T. Bacon and Horace Colton of the Class of '37. These two communicated their plan to Henry C. Davis of '36, and William M. Evarts of '37, two of the most gifted men in College, and secured their co-operation. Upon these four fell the principal burden and responsibility of launching the new magazine, though Mr. Evarts was the only one of them who was chosen on the first Board of Editors. It was he who proposed the plain, dignified name of "Yale Literary Magazine." The younger Benjamin Silliman, a classmate of Evarts, suggested placing on the cover a copy of the portrait of Governor Yale, which had been sent to the College from England. On the back of this portrait were found written the familiar Latin lines, "*Dum mens grata manet nomen laudesque Yalenses, Cantabunt Soboles unanimique patres,*" and these were placed on the cover below the picture at the suggestion of Mr. Evarts. "The title, external form, and appearance of the magazine have not changed since the beginning. These features are in admirable taste, and doubtless contributed something to the success of the new periodical. It looks now like a happy omen that a body of young men, full as they doubtless were of suggestions and extravagant fancies for their new enterprise, agreed upon features so quiet and classical in which to envelop and send forth their literary efforts, . . . and it is hardly extravagant to say that the *tout ensemble* of the external appearance has never been surpassed by that of any American magazine."

The first board of five editors, Edwin O. Carter, Frederick A. Coe, William M. Evarts, Chester S. Lyman and William S. Scarborough, were elected by the Class of '37, then Juniors, and the precedent is followed at the present day. At about the middle of the year, a meeting of the Academical Junior Class is called and presided over by the Chairman of the Lit. Board, who is then of course a Senior. The class at this meeting elect for the next Board five of their number who are believed to be the best writers in the class. Such is the theory. But a mischance is possible, and great would be the injury to the magazine and discredit to the College of an unfit election. Accordingly the Senior Board reserves and occasionally exercises the right to veto the choice of the Juniors in case of an election of a conspicuously weak man, or a refusal to elect an eminently worthy one. The new Board assume charge of the magazine in the third term.

The founders of the magazine in their prospectus stated its object as follows: "To foster a literary spirit and to furnish a medium for its exercise; to rescue from utter waste the many thoughts and musings of a student's leisure hours; and to afford some opportunity to train ourselves for the strife and collision of mind which we must expect

in after life—such and similar motives have urged us to this undertaking.” In carrying out this programme the bulk of the magazine is given up to “solid” articles. Among these are published each year the Lit. Prize Essay, and the De Forest Oration. Often also some of the Townsend Essays, the Prize Poem of the year, and other productions which have received official recognition. The articles written for the magazine consist of “essays,” “tales,” “poems” and “sketches.” These have usually no connection with College life, and are accepted solely for their literary merit. It has consistently lived up to the legend on its cover, “conducted by the students of Yale College.” “Everything is written by undergraduates—in which respect it is almost if not quite unique among College periodicals.” It thus contains the best of Yale’s literary out-put within College halls during the past sixty years. Concerning its quality and its relation to the College, President Carter wrote as follows in 1879: “One cannot look over many pages of this periodical without obtaining a fair impression of the seriousness and dignity of the training in our College. The range of subjects discussed indicates considerable originality, and the gushing style, which has never been popular at Yale, has few representatives in the forty volumes of our magazine. The literary spirit in Yale as here reflected has not been chiefly regardful of form—perhaps it has not paid attention enough to style as distinguished from thought. But one advantage has resulted, that the Yale literary effort has not been tainted with dilettanteism, and has been scholarly, often realistic, as well as thoughtful. If the names of the writers for the past volumes of the Yale ‘Literary’ were published together, any one familiar with the more recent movements in the country’s development would be surprised at the number of distinguished names on the list. Hon. William M. Evarts and Governor Chamberlain in politics; President White of Cornell and President Gilman of Johns Hopkins University in education; Donald G. Mitchell and Elisha Mulford in letters; Charles A. Bristed and D. G. Brinton in scholarship—are names typical of the classes of men that have helped to make the ‘Lit.’ a monument of Yale’s teaching. In its earliest days it had a large element of scholarship. The translations of Colton and Bristed, Latin hexameters and English versions of German poems, gave it a sort of scholarly baptism, and this consecration it has never altogether lost. As its early writers treated ponderous subjects, or wrote elaborate and sometimes chimerical stories, and the magazine was kept for fifteen years remote from College affairs, it lacked a raciness that it might have had, but secured more solidity. There has been expended a deal of thinking on these pages, and when one recalls the rejected contributions and unsuccessful competitive essays for the medal, one realizes more fully what a sceptre it has wielded among the successive generations of students.”

The “Medal” referred to is a prize (sometimes nominal) of twenty-five dollars, which was established by the editors in 1851, and has been awarded annually ever since. Among those who try for it the rivalry is keen, for the honor of taking it is considerable, and the winner is apt to be a candidate for a place on the board of editors when the turn of his class comes around. But the competition is never very wide, for the simple reason that the standard is so high that few have sufficient self-confidence to try to reach it. Among the successful competitors have been Andrew D. White, Charles Ray Palmer, Henry Holt, Daniel H. Chamberlain, Edward Y. Hincks and Henry A. Beers.

In the fall of 1865, Mr. C. C. Chatfield of '66 started a weekly College paper which he called the “Yale Courant.” Two years later it was changed to the “College Courant,” a general

College paper with correspondents in a number of Colleges. This contained an Undergraduate Department which in 1870, became a separate paper under the revived name of "Yale Courant." In 1872, some dissatisfaction with the management of the paper led to the establishment of a second one, called the "Record," and for a number of years the two papers maintained a rivalry, the expressions of which were sometimes far from edifying, and showed very plainly that the field was too narrow for their joint occupancy. This was indeed the case. Both were published weekly (bi-weekly after 1876) and both aimed to be purveyors of College news to the College world. In 1879, came the "News," which performed day by day, and very completely, the work of noting the current events of College life. This made it still more difficult for the two bi-weeklies to find a satisfactory standing-ground. For a while they gave diminishing space to local items, and turned their attention more to literary efforts. But there was the "Lit." with its age and great prestige, in secure possession of the literary field, and the outlook was far from encouraging.

The "Record" presently found a way out of the difficulty by turning its attention to the humorous side of College life. When the editors of '87, took charge of the paper, they introduced a single page of humorous illustrations as a regular feature. These, together with witty paragraphs, were increased until the accession of the '90 editors. Then the serious paragraphs on College affairs, which hitherto had always been given a prominent place, disappeared, and the "Record" became an acknowledged comic paper. The editors announced that "facetiousness and brevity will be the qualifications necessary to insure the publication of prose contributions, humorous paragraphs being especially desirable." They also offered prizes to the most artistic contributor, to the most humorous contributor, and to the greatest number of published poems. Some genuine gaucheries and ludicrous incidents of College life are picked up and preserved by the "Record," while many more either have their origin in the fertile brains of the contributors, or are highly developed products of the imagination suggested by trivial incidents. The one thing desired is that the "Record" shall not be taken seriously. It represents the lighter side of College life, and appeals solely to the love of fun and exaggeration, bordering on the grotesque, which is so largely developed at the age when young men come to College. Here it has found a profitable field for exploitation, and its permanent success appears to be assured.

The "Courant" has had a much harder time in finding or making a place for itself. Until within a few years it continued to give a brief summary of College events, with short editorials on those of special importance. But its tendency has been more and more toward a literary paper, and it has finally become such exclusively. It has recently discarded even the form of a newspaper, and now appears as a small magazine with illustrated cover of artistic design. It now openly shares with the "Lit." the literary field, the older magazine publishing, as of old, the solid productions of the undergraduates, while the "Courant" works a lighter vein. It has shown great tenacity of life in the past, and that perhaps as much as anything gives promise for its future.

In 1878, appeared the first issue of a daily paper at Yale. It was a diminutive sheet, published anonymously; it attacked the Senior societies, got into trouble with the Faculty, and soon suspended publication. Early in the following year it reappeared, of quarto size, with its editors announced, and ever since, as the "Yale Daily News," has led a prosperous existence. At first there was doubt as to the possibility of establishing a daily paper in the University on a paying basis. But all doubt on that score disappeared, and the "News" is, financially, the great success of our College journalism. Its characteristics are those of the best class of small

daily newspapers. It gathers assiduously such items of news as the students most wish to have, and publishes them promptly. Its editorials are dignified yet vigorous. Its influence is steadily on the side of order and manly conduct. In the varied forms of work which it demands, it gives valuable experience in the conduct of a paper to quite a number of students. As soon as a Freshman Class appears at the opening of a College year, some of its members begin to work for the "News" by collecting items and writing paragraphs on matters of special interest. They receive credit for all work that is accepted, and toward the close of the year, those who have done best are appointed to the places on the staff of the paper which are open to Sophomores. Here they gain insight into the management of the paper, and are trained for the higher editorial places in Senior year. There is keen rivalry for these places, and much time and hard work are devoted to securing them. Substantially the same plan of open competition for editorships is followed by the other undergraduate papers. Even in the case of the "Lit." whose editors are elected by the Junior Class, it is expected that a fair choice will be made of those who have earned the places by their work.

In 1894, when Dr. White made his generous gift of a dormitory to the College, he made special provision for the different publications, fitting up convenient offices for their exclusive use. This was a well-deserved recognition of the ability displayed in their management, and the influential position which they have secured.

Within a few years periodicals have been started representing special interests. As the value of these depends largely on matter supplied by professional men and graduates, they do not call for extended notice here. In the fall of 1891 appeared the "Yale Alumni Weekly." This is the weekly edition of the "News," and its object is to keep the alumni informed with regard to the work and welfare of all departments of the University. Since its foundation it has been ably edited by Mr. Louis S. Welch of '89, with the assistance of undergraduate editors. In the same year the Law Students began the "Yale Law Journal." Its plan contemplated two issues each term, containing leading articles by members of the Faculty and alumni, notes and comments on matters of interest to the school, and the latest decisions of the highest courts. In 1894, the Sheffield students started the "Yale Scientific Monthly." It contains reviews of leading scientific articles, synopses of Sheffield lectures, and papers on matters of scientific interest. In the same year appeared the "Yale Medical Journal," conducted by students of the Medical School, with the co-operation of an advisory board chosen from the Medical Faculty.

This is a convenient place to mention the "Yale Review," although it is not at all an undergraduate publication. It was started in 1892 by members of the Academic and Scientific Faculties, and its work is in the fields of History and Economics.

Of regular annual publications the oldest is the "Banner," established in 1841. For more than twenty years it was only a double sheet of quarto size containing the lists of members of societies and eating clubs. Now it is a bound volume of more than three hundred pages, containing a full catalogue of the University, lists of the members of all College and University organizations (with the single notable exception of the Academic Sophomore societies), and a good deal of chronological and statistical information. In 1865, the "Pot Pourri" stepped into the same field occupied by the "Banner," and has remained there ever since. It is of the same general appearance as the older annual, and its contents also are substantially the same. One other annual deserves mention—the "Association Record." This is published by the Young Men's Christian Association and gives an excellent summary of what has been done during the year in the various lines of Christian work which radiate from Dwight Hall.

CHAPTER III

ATHLETIC ACTIVITIES

THE principal forms of organized athletic activities come under the heads of Rowing, Base-ball, Foot-ball, and Track Athletics. In the early part of this century, none of these appeared in anything like their present forms. Foot-ball was played, and indeed appears to have been the principal outdoor sport. But it was not a game in the modern sense of the word. Students would assemble on the upper part of the Green, which for a long time was the College play-ground, and kick about a ball with little or no attempt at organization, except on the occasion of Class contests. These were apt to be fought with great persistency, especially when the contestants were Sophomores and Freshmen. The so-called "game" between these two classes came to be an annual event, and was little else than a thinly disguised fight, the presence of the ball being only an excuse for the assaults of the two bodies of students upon each other. The State House was then standing on the Green, west of Center Church, and crowds would gather there to witness the contest. In 1855 and '56 the game was omitted, and in 1857, when arrangements were made to revive it, the Faculty interfered. The next year a city by-law was passed forbidding all use of the Green for ball playing. This was done against the efforts of the Faculty, who wished to preserve for the students their ancient "right" to use the Green as a play-ground for healthful exercise. After receiving this check, foot-ball was neglected for a dozen years.

The sport of rowing by organized clubs began in 1843. In May of that year, William J. Weeks of the Junior Class purchased and brought to New Haven a four-oared boat which he named the Pioneer. Gathering about him a few congenial spirits, he formed a boat club, the first so far as known at Yale, and before the summer was over, three more clubs had been formed, each with its own boat. These boats were intended for pleasure, not for racing, and were used for rowing on the harbor, and for excursions to points on the coast near by. During the next ten years other boats were secured, and some were disposed of, so that out of fifteen which had been owned, six remained in 1853. In that year the "Yale Navy" was organized, for the purpose of promoting competitive trials of speed, and boating entered upon a new period of its history.

The organization of the Navy "definitely marked the change from simple boating to boat-racing as a College pastime, since the chief function of its officers was to manage an annual regatta in which the clubs might compete for prizes offered by the Senior Class." The impulse leading to it was given by the first race with Harvard in 1852, which will be mentioned later. Under this organization, a series of annual regattas were held from 1853 to 1860. The contesting boats were those belonging to academic and scientific clubs. They were all held on New Haven harbor, except the one in 1855, which was on the Connecticut River at Springfield.

In 1859, Yale won her first victory on the water over Harvard, and this "seems to have given the impetus requisite for the adoption of a plan which aimed to so systematize Yale racing as to turn out annually the best representative crew for contests with other Colleges." There were then twelve clubs with an average membership of twenty. Under the constitution adopted in 1860, three clubs were formed, "Glyuna," "Varuna" and "Nixie," which were recruited from all the classes, and were not limited as to numbers. Nixie succumbed in

1864, and after that Glyuna and Varuna were the two academic clubs for which Freshmen were electioneered about as promiscuously as they were for Linonia and Brothers. The incentive for capturing Freshmen here was the initiation fee of ten dollars which each had to pay, and which constituted the chief source of revenue for the clubs. The Sheffield School at the same time had its "Undine" club. Regattas continued to be held on New Haven harbor, in which shell races were a feature.

This period in the history of the Yale Navy was made important by the building of two boat-houses. The first of these was a rough affair on the bank of the Mill River, just above Grand-Street bridge. It was set above high water mark, and "the boats had to be carried down to the water and launched from the natural bank, which process, at low water, involved walking through mud for several yards, and stepping from it directly into the boats." In 1862, measures were taken for building a new boat-house. Money was subscribed, some was borrowed at the Savings Bank, and with the total thus secured, \$3400, a boat-house was built "on piles driven in the flats just north of the steamboat storehouse." The Navy took possession on the thirtieth of September 1863, with appropriate ceremonies. The building is described as having been probably "the best boat-house then in this country," but experience showed that its plan was defective. The house stood over the water, and the boats were let down by tackle through trap-doors in the floor. The crew then had "to climb down a ladder to the boat, and walk along the keelson to their seats." Then the boat had to be pushed clear of the piles before the oars could be put in the row-locks. "The process was most ingeniously contrived to promote misadventures."

In the same year a bill was passed by the Legislature incorporating the Yale Navy, and the latter secured a lease of the site chosen for the boat-house. The rent was a nominal one, and was never demanded, the President of the "Tomlinson Bridge Company," William P. Burrall, being a Yale graduate of the Class of 1826. In 1873, notice was given that the site was needed for new docks, and steps were taken to secure another location and a new boat-house. For the next two years the President of the "Yale University Boat Club," which name had been adopted in 1870 instead of "Navy," was Charles H. Ferry of the Class of '72, and it is largely due to his efforts that new and better quarters were obtained. The site selected was on Chapel Street, at the east end of the bridge which crosses the Mill River, and the building was erected in 1875. It is of ample size, containing storage room for one hundred boats, and is well planned for use. The boats can be quickly taken out, and easily set in the water from broad floats.

The plan of having two or three boat clubs, with their membership drawn from all the classes, was superseded in 1868, by one which recognized class distinctions, and so aimed to secure the zest of class rivalry at regattas. Five clubs were organized, one for each academic class, and one for the Sheffield students. All members of the respective classes were considered as belonging to them, and to be entitled to a vote at club elections. The constitution adopted in 1868, and subjected to minor amendments in the few years following, is the one still in force.

During a number of years beginning with 1856, Yale has been represented by crews or single oarsmen in various miscellaneous races held in different places. The most important of these were the Centennial regattas held at Philadelphia in 1876. In the International contest for the Amateur championship, Yale was defeated in the second day's trial, but made better time than the winning crew on the third day. In its review of the races, in comparing

the "Yale" with the "London" time, the New York "Tribune" said, "No American club ever before made such a showing against an English one. It is Captain Cook's crowning achievement, and all Americans are proud of him." At the International contest for the Collegiate championship in the following month, Yale won the race over Columbia, the only other contesting boat. Yale's showing at the Centennial brought national recognition to Robert J. Cook of '76, now so well known as Yale's foremost representative and leading authority in boating matters.

Whatever interest may attach to class regattas, and races with miscellaneous clubs, or even with other Colleges, the one contest which Yale men really care for is the race with Harvard. The first of these came off on Lake Winnepesaukee in 1852, and was an advertising scheme of the Boston, Concord & Montreal Railroad, then a new road to the lake and mountain region of New Hampshire. At the suggestion of the superintendent of that road, who offered to pay all expenses, the Undine Boat Club of Yale challenged the Oneida Boat Club of Harvard to row on the lake. The race took place on August third, and was won by Harvard.

The next contest between the two Colleges was on the Connecticut River at Springfield in 1855, and was won by Harvard. The race was full of physical development to Yale, and they showed more skill and dexterity in handling their oars. Yale men were very quick, and almost



BOAT HOUSE

maintain for any proposals were sent from Harvard to several Colleges for the establishment of an annual intercollegiate regatta. Harvard, Brown, Trinity and Yale sent delegates to a meeting, where arrangements were made, and it was voted to hold a regatta at Springfield on July twenty-third. But a few days before that, while the Yale crew were practising, their boat was capsized in a collision, and the stroke oarsman, George E. Dunham, was drowned. This sad accident prevented the regatta that year, but it came off the next year at Lake Quinsigamond, near Worcester. There were two races on successive days, and Harvard was victorious the first day, Yale the second. At this first defeat that Harvard had endured, the crew "threw their turbans into the lake in disgust, but permitted no detraction from the Yale's success." The satisfaction at Yale was great, and led to changes in the boating organization and policy of the College, as before stated. In 1860, another "Union College Regatta" was held, in which there were Freshmen, Sophomore and University races, and in all of them Harvard came out ahead. Brown was the only College besides Yale and Harvard which took part in the contests of 1859 and 1860, and was clearly outclassed.

After 1860, the Civil War came on, and there was no intercollegiate boat race until 1864. In that year Yale and Harvard agreed to row each other without inviting any other College, and

test between the Undine Boat Club on the Connecticut field in 1855, and the Oneida Boat Club of Harvard. "The Harvard men were much more powerful than those also showed much coolness in handling their oars. The stroke of the convulsive and impossible to maintain." In 1858,

this sensible determination was adhered to until 1870. The result was a well-defined series of Yale-Harvard "three-mile turn-about" races on Lake Quinsigamond, in six-oared shells without coxswains. The first two of these, in 1864 and '65, were won for Yale by the famous "Wilbur Bacon crew," which in the second of the two years appears to have beaten all previous records, though an effort was afterwards made to show that there had been a mistake of a minute in taking the time. In the next four races Harvard was victorious. In the race of 1870, the last of the Worcester series, the official decision was given to Harvard on a foul, under somewhat equivocal circumstances. Such at least was the belief of the Yale men, and it naturally strengthened their dislike for the conditions under which they were obliged to row at Quinsigamond. The lake was too small for a straight-away three-mile course, necessitating turning around a stake, and experience showed that this either occasioned fouling, or hindered the second boat at the stake, when they were close together, so much that the race was decided at the middle instead of at the end of the course. Yale contended for two stakes, so that each boat could make the turn without interfering with the other, but Harvard would not consent. The outcome of it all was that Yale refused to row any more except on a straight-away course.

In 1871, Harvard organized a "Rowing Association of American Colleges," with Amherst, Brown and Bowdoin. This Yale refused to join, partly through dissatisfaction with Harvard's course, partly through dislike of entering a contest for a "College championship" as against a mere trial of strength and skill with Harvard alone. The race came off on the river near Springfield, and was won by Amherst Agricultural College. The next year Yale very foolishly changed her policy, entered the "Association," and deservedly suffered an ignominious defeat by coming out last of the six boats which joined in the race. The winner was Amherst. It is a curious circumstance that Robert J. Cook, to whom Yale boating interests are more indebted than to any other man, pulled an oar in this most badly beaten of all Yale's boats. During the following year he went to England to study boating methods, and returned with the stroke which has since won so many races for Yale.

The discomfiture of Yale and Harvard naturally attracted the smaller Colleges to the Association, so that when the next business meeting of that organization was held, in 1873, delegates from twelve Colleges presented themselves, and eleven boats entered the race. This was at Springfield, as the two before it had been, and it awakened unusual interest. "No boat race in America was ever before given so prominent a place in the public prints," which it is said were represented by about fifty reporters. Yale was first at the finish, and Harvard third, but before the decision was known some one gave the champion flags to Harvard. As to the relative places of the other boats, there was much disagreement among the judges, and after the race a controversy arose about the fairness of the finish line, which some claimed was drawn diagonally across the river, to the disadvantage of Harvard. The infelicity of having so many contestants was quite apparent, and if Yale and Harvard had both been clearly ahead of all the others, they would probably have taken the opportunity to leave the Association. As it was, they were both kept in it. Moreover, since Harvard had to give up the flags, and the genuineness of Yale's victory was questioned, they were not in the most amiable mood toward each other.

The next race was rowed at Saratoga, between the crews of nine Colleges. Harvard was third, and Yale, after breaking an oar as the result of a foul, gave up the contest and pulled in leisurely at the close. There were several fouls, and the times of some of the

boats were uncertain. "The arrangements for signalling miscarried, the steamboats provided for the umpire and the press were too slow, and hopeless confusion and disorder prevailed everywhere at the end of the race." Again Yale and Harvard felt obliged to row another year under conditions which were getting extremely distasteful to both. The fifth and last race of the Association series in which Yale took part was rowed again at Saratoga in 1875, between the crews of thirteen Colleges. Although the boats were so numerous, perfect order was preserved and fouls were prevented by a well-devised system of lanes, marked off by flag-stakes. Although Harvard came out third, and Yale sixth, the best of feeling prevailed at the close, and the public supposed that the permanence of a general intercollegiate regatta was assured. But Yale had had enough of the Association, withdrew from it, and



'VARSITY CREW

sent a challenge to Harvard, which was promptly accepted. Harvard, it is believed much against her will, rowed one more Association race, came out second, then withdrew, and the Association came to an end.

A new series of Yale-Harvard races with eight-oared shells began in 1876, and continued until 1896. The first two were on the Connecticut River, Yale winning the first and Harvard the second. All the rest were rowed at New London, over a course which has proved more acceptable to the two Colleges than any other. For eight years (ten including the two mentioned above) Yale and Harvard were quite evenly matched, two races going to Harvard, then two to Yale, two to Harvard again, one to Yale, and one to Harvard; but during the next ten years Yale was successful every year with the single exception of 1891. This almost uniform success of Yale for so many years appeared to be a complete vindication of the Cook stroke and the Yale system of training, and of course was gratifying to Yale. But it was unfortunate for the sport of rowing between the two Universities. The

contests were getting quite too one-sided to continue indefinitely, so it was only what might have been expected when Harvard took advantage of a disagreement over foot-ball, and refused to meet Yale on the water as well as on land. As a result, Yale had to look elsewhere in 1896, and so decided to enter the races at Henley-on-the-Thames. The crew was cordially received in England, made many friends, and pulled a good race, but was beaten by the Leander crew, which was made up of picked men from the English Universities. Meanwhile Harvard had entered into other boating relations, so that in 1897, when she was willing to meet Yale again, her engagements were declared to be such that Yale could meet her only by entering the race already arranged with Cornell at Poughkeepsie. The ensuing race was won by Cornell, and was followed by a second triangular race at New London in 1898, in which Cornell was again victorious over Yale and Harvard.

Yale's disinclination to row except with Harvard is well known. This disinclination was shown many years ago, as already stated. It was not then, nor is it now, directed against any particular institution. Yale does not claim, nor care to maintain, a rowing championship of American Colleges. She does desire to have a yearly trial of skill and strength with the one institution whose local conditions and historic associations have combined to make her Yale's natural rival. Yale's frequent successes in recent years do not seriously influence this desire, for these victories have been accompanied with sincere regrets that the contest should become so one-sided. Furthermore, an examination of the whole record will show a very even distribution of honors. Including the race which Yale so vigorously protested in 1870, and excluding the disputed one of 1873, of all those in which both have taken part, Yale and Harvard have each won sixteen. It is the earnest hope of at least some Yale men that the rowing championship may be freely conceded to any institution that cares for it, and that Yale and Harvard may enter alone upon a new period of friendly rivalry in which victory may perch on the banner of Harvard only a little less frequently than on the banner of Yale.

The career of base-ball at Yale began in the fall of 1865, when a University base-ball club was organized. This defeated the Wesleyan University club in 1865, and the Columbia club in 1867. During these and following years, Yale had many games with professional and amateur nines with gratifying though not uniform success. As practice games they were of great value. But the interest of the College was naturally centred in the College games, of which those with Harvard and Princeton were the most important. Beginning in 1868, Harvard was uniformly victorious for six years in the eight games that were played, and Princeton was victorious in three out of five. In 1874 and '75, Avery of '75, one of Yale's best pitchers, was uniformly successful against Harvard, and lost but one game out of four with Princeton. During the next four years, Yale won six games to Harvard's ten, and eight to Princeton's one.

In December 1879, an intercollegiate base-ball league was formed, and in the ten following years, in which the full schedule of championship games were played, Yale won the championship every year except one, when it went to Harvard. It was during this period of almost unbroken success for Yale that A. A. Stagg of '88 won his great reputation as a pitcher. During several years any game in which Stagg pitched was sure to be an interesting one, at least for Yale men, and those who suffered at his hands could not help admiring his remarkable skill.

The league as it stood the first year contained Harvard, Princeton, Amherst, Dartmouth and Brown, with Yale playing as if it were a member, though not actually such. Yale was reluc-

tant to join the league, but did so the year after it was formed, and has remained in it. Since (and including) 1887, it has consisted of Harvard, Princeton and Yale alone, all the other Colleges having dropped out. During these years the league series has been broken several times. In some years there were no Harvard-Princeton games, and in some there were no Harvard-Yale games. And indeed the relative importance of base-ball is much less now than it was ten or fifteen years ago, for the enthusiasm of the College and the interest of the public have been largely transferred from the diamond to the gridiron.

Mention has been made of the informal foot-ball playing of earlier years, and of its cessation. A revival of interest in it was due to the Classes of '72 and '73, famous for their love of outdoor sports. An association was formed in 1871 by the Class of '73, and the following year, at a meeting of the University, a "Yale Foot-ball Association" was organized. "Up to this time the game had been played without any fixed rules, the players coming to an agreement among themselves as occasion required. So far as there was any standard, it was the unwritten code which had prevailed for many years at the Hopkins Grammar School in New Haven. During the fall of 1872, a code of rules was adopted. Two of these, most noticeably different from those at present in use, are the following: 'No player shall pick up, throw or carry the ball on any part of the field.' . . . 'No tripping shall be allowed, nor shall any player use his hands to push or hold an adversary.' Bounding, batting, babying and peanutting were thought highly of, while the rules for off and on side were altogether ignored. Bunting was encouraged as one of the best features of the game. Touchdowns and trying at the goal were not yet dreamed of."

In 1872, a game was played with Columbia, with twenty men on a side, and won by Yale. During the next few years, games were played with several other Colleges with varying success for Yale, and under unfavorable conditions resulting from disagreement as to rules and number of players. Concerning one of these games in 1875, we read that "the spectators gave themselves up to the enjoyment of Harvard's fine play without chagrin at Yale's defeat, for no one could blame the Yale team for not playing well a game which they never saw or in any way understood until the afternoon of the contest," — a suggestive contrast to the condition of affairs in later times. In 1876, the Rugby rules were adopted at Yale, but Harvard and Princeton persisted for four years longer in playing with fifteen men on a side. In the fall of 1878, Yale defeated Amherst and Trinity each twice, then Harvard at Boston. "On their return home at 2 A.M. the victorious team was met at the depot by about three hundred students. This was the first time that the Faculty had ever permitted absence from any recitations for the sake of foot-ball. It virtually put foot-ball on the same basis as base-ball."

Henceforth foot-ball was the game which attracted more attention and interest at Yale than any other. It was carefully studied, and underwent considerable development until it became a game requiring great skill, alertness, strength and endurance. Of its intricacies the Yale players became acknowledged masters. Their only competitors were Harvard and Princeton, and over them Yale was usually successful. From 1880 (when all the Colleges agreed to play with elevens) to 1894, inclusive, Yale was beaten by Harvard only once and by Princeton three times. It was the games with these two institutions that annually aroused the enthusiasm of the students, all others being looked upon relatively, if not actually, as but practice games. Both of the great games came off late in the fall, the one with Harvard about the middle of November, that with Princeton for several years on Thanksgiving Day. The favorite place for the former was Spring-



YALE FIELD

field, for the latter New York. Vast crowds of twenty to thirty thousand persons, brought by many express trains from the cities, gathered to witness them. The great metropolitan newspapers gave up many pages to minute descriptions of them, containing biographical notices and portraits of all the players. What wonder is it that young men at the most impressable period of their lives were led to look upon foot-ball seriously as a matter of considerable importance to the public and themselves ?

In the course of time three evils assumed considerable importance. Two of these appeared in the make-up of the team, and a third in the conduct of the game. For one thing, the temptation was very strong to induce good players to come to College by methods which would not bear close examination. The belief at Yale was that frequent defeats tended to develop this evil in a College. For another thing, the strong desire to keep a good player as long as possible led more than one expert to remain at his University after graduation as a more-or-less genuine professional or graduate student. This was for the most part legitimate, where every one studying at the University was eligible. But the tendency was to abuse the practice, and in any event it tended to check the development of good material in the lower classes. Yale practised this method of recruiting her teams while it was in vogue, but saw its evils, and did what she could to correct them by advocating and adopting the "undergraduate rule." For a third thing, the game developed away from an "open" kicking game, toward a "close" one, which was to outward appearance a rough and tumble fight for the possession of the ball, though really a very methodical and usually a thoroughly good-natured contest. Yale was partly responsible for "hard" playing, but she objected to being charged with the whole of it by the inventors and introducers of the "flying wedge."

As to its roughness, or "brutality" as some have preferred to say, the game was certainly not suggestive of gentleness to the unaccustomed looker-on who knew nothing of the exhibition of skill which delighted the initiated, or the thorough hardening process to which the players had been subjected during their training. This training was in fact one of the admirable features of foot-ball. It involved much self-denial in matters of food and drink, and plenty of exercise as violent as any that would be legitimately called for or encountered in the actual game. As a result, the players became so hardened that they could endure without injury or danger knocks and falls which would disable any man who had not been through the training. A further useful result was that an object lesson was given to all students on the value of discipline and self-restraint. Hence the somewhat hysterical denunciations of the game in certain quarters failed to make much impression on those who knew the facts.

But the game undoubtedly was too rough. The very severity of the training showed that, for it ought not to have been necessary to prepare for such hard usage on the field. There was also occasional "slugging," or deliberate injuring of a good player on the other side. Yale was foremost in her desire to eliminate these evils, and largely through her efforts the rules were amended so as to do away with "momentum mass plays," and to "open" the game for more kicking of the ball. Additional officials were also put on the field to watch the players and promptly disqualify any one who was guilty of slugging. For his agency in bringing about these reforms, Mr. Walter C. Camp of '80, is entitled to grateful remembrance. He has long been identified with Yale's athletic interests, and has won the highest regard of Yale men for his efficient aid in developing much that is best in the athletic spirit and management at Yale.

In 1894, occurred the famous game with Harvard at Springfield. That it was needlessly rough may be accepted as a fact from the general agreement of opinion to that effect.

This very properly called forth severe condemnation, but that, unfortunately for the best interests of the game took the form, very largely, of violent personal attacks upon one Yale player. Yale men considered this uncalled for and unjust, as is shown by the fact that he retained the confidence of the undergraduates, and of alumni of the highest character and standing who investigated the charges brought against him. But the clamor against the accused player and against Yale was kept up until it was believed that fair-minded men at Harvard condemned it. Yale then sent a courteous request to Harvard for a "contradiction" of the injurious charges. It was supposed that this could be made by a simple statement of facts which it was believed were in the possession of Harvard men and would completely exonerate the Yale player, and which it was also believed were at one time placed in writing by Harvard men with a view to publication as a simple act of justice. On the latter point, an explicit denial was afterward made by a Harvard Professor, and it is mentioned here simply to show the impressions prevailing at Yale which led to the sending of the letter.

With regard to the letter, it was thought best at Harvard to construe it as a demand for an apology, and to refuse to play foot-ball with Yale until the latter withdrew, even though indirectly, her so-called demand. As the latter had not been made, it was not withdrawn. Thereupon foot-ball between the two Universities took a vacation, to the great relief of many who had been led by recent events to dislike it as a root of bitterness between two institutions that ought to entertain for each other no feelings but those of mutual esteem and generous rivalry. At the same time Harvard refused to meet Yale in other athletic contests, although the latter were not involved in the foot-ball controversy, except, as was stated at Harvard, on the general principle that if you object to a gentleman's conduct so seriously as to refuse to lunch with him, you are not likely to dine with him the same day. At the same time, no objection was made to meeting Yale in debate, the form of contest in which Harvard had up to that time been uniformly successful. This strengthened the belief at Yale that Harvard's poor success in athletics in recent years had a good deal to do with shaping her course. This is not mentioned here as a matter of reproach, nor can it be considered such, for it was not in human nature that any set of men would patiently continue to suffer defeat indefinitely. As remarked in connection with rowing, it was a great misfortune that the contests between the two institutions became so one-sided. Many Yale men felt this before, and when athletic relations were resumed in 1897, and the first foot-ball game after the "late unpleasantness" was a tie, Yale men very generally accepted the result with pleasure as a happy augury of a better balanced, and consequently more friendly, rivalry in the future.

Turning now to the foot-ball contests between Yale and Princeton, one finds little of the material from which history is so largely made, for the athletic relations of the two institutions have not been interrupted by any serious misunderstanding. The Princeton men are sturdy antagonists whom it is an honor to meet. They have been extremely thankful for their few victories over Yale, and have taken their defeats in a manly way which has won thorough respect at Yale.

Turning now to track athletics, notice was given in the early part of 1872, that there would be an exhibition of "Athletic Games" at Hamilton Park "for the sake of awaken-

ing an interest in sports, preparatory to the boating and ball campaigns." The games were to consist of "running and walking matches, hurdle races, a sack race, jumping of various kinds, throwing the ball, etc." All were invited to come "and bring their lady friends." This first open-air athletic exhibition at Yale came off on May 11, 1872, and was reported "a brilliant success." It was followed by the organization of a Yale Athletic Association, which has undergone various transformations, and now, instead of being "a side-show to the Navy," as it was first called, is one of the four leading organizations which have charge of the athletic interests of the University. In 1876, an Intercollegiate Athletic Association was formed, of which Yale became a member in 1880. It now includes thirty-five Colleges.



GYMNASIUM

The games occur in the spring at the Berkeley Oval in New York. In 1897, Yale had four of the best intercollegiate records, namely, for hurdle races of 120 and 220 yards, for putting the shot, and for pole-vaulting. The University of Pennsylvania came next, with three best records.

The interest in these athletic games is especially fortunate for the College, for it reaches a large number of young men who are attracted to one or another special form of exercise. These during their process of training learn the advantage of regular habits, plain diet and intelligently directed exercise. Its intercollegiate aspects are also favorable. The competition is widely distributed, and does not awaken that feverish anxiety to win which is the bane of the intense contests on the river and the ball fields. Young men of different institutions are brought together in a rational way, and learn to respect each

other, without the serious drawbacks of misunderstandings and recriminations which have too often resulted from the bitter rivalries of the other contests.

The athletic interests of the University have been greatly promoted by the possession of the Yale field and the new gymnasium. The latter has already been mentioned in another connection. The Yale field was purchased in 1881 with funds which were promptly furnished by the alumni. It is twenty-four acres in extent, and furnishes ample room for the various lay-outs needed by the different forms of sport. These are used regularly for practice and occasionally for match games, for which also bleachers have been constructed with seats for 17,500 spectators. Nothing can well be more inspiring, both to undergraduate and alumnus, than the enthusiastic multitudes that assemble at the Yale field on the occasion of a great intercollegiate contest.

In addition to the sports already mentioned, bicycle racing and tennis have their devotees, and clubs are formed for their cultivation. Intercollegiate contests, which seem to be necessary to the life of all organized sports, are arranged for these also.

Taking a review of all the different forms of sport which appeal to ambition, and remembering that the total number of those who take at least a partial course of training is much larger than those who appear in the final contests, it will be found that a large fraction of the University come under the healthful influence of scientifically-directed care for their bodies. The still larger number who are not reached by this directly, reap benefit from it indirectly, for a general love of healthful sport is in the air, and no one can help having his attention called in a most emphatic way to its value. While the desire for outdoor exercise has thus become general, the means for gratifying it have been greatly increased by the invention of the bicycle. Probably nothing has done more for the health of the great body of students in recent years than the almost universal use of the silent steed. The result of all these healthful influences is that the traditional pale-faced, hollow-chested student of the olden days is now rarely seen at Yale.

CHAPTER IV

SOCIAL ACTIVITIES

THE social impulses of the undergraduates find opportunities for exercise in certain College customs, and in the societies. The latter constitute a well-defined system of class organizations which are permanent, and play an important active part in moulding the habits and life of the students. The customs, on the other hand, are informal, subject to constant though sometimes slow change with the changing spirit of the times, and at any given time are a good indication of the prevailing tendencies in College life. These customs, or institutions established by custom, may for convenience be divided into those which are general in their observance so far as the classes are concerned, and those which are confined to certain years of the College course, being observed by successive classes as they reach those years. No attempt will be made to give a complete account of Yale customs. Some of these have been trivial, many have passed away. Mention will be made only of the most important of those which have risen to some dignity as institutions.

The little that is known of student life during the last century has been mentioned in a previous chapter. During the early part of the present century, the most important student

institution of the kind we are now considering was Bullyism. This name was given to a voluntary quasi-military organization of the students under the leadership of the strongest man in College, known as the College Bully. Its primary object was to furnish protection to students when they were attacked by town rowdies, among whom at that time vicious sailors appear to have been particularly prominent. The modern-trained and efficient police force was then unknown, so that action of students in behalf of their comrades appears to have been called for. That it was sometimes more than strictly defensive cannot be a matter of surprise. The superfluous energies of young men were not then, as now, drawn off in many harmless directions.

In a preparation of a history of Bullyism for the Yale Book in 1879, a number of graduates of earlier years were appealed to for information, and contributed interesting reminiscences. But many of these were evidently, and indeed confessedly, inexact. A good deal however can be learned from them. It is clear that an antipathy of long standing existed between the

students and the rough element in the town, that between them occurred with some frequency, and occasionally a row. "Sometimes," we are told, "the city would march to the College grounds and band the students, and a general fight would ensue." More frequently however, one gathers from the accounts, the students venturing into or near the haunts of sailors at Long Wharf and Dragon (as Fair Haven and had to be res- cued by their com- rades. In connec- tion with this state



CLUB-HOUSE, YALE FIELD

and his Club emerge to view at the beginning of this century, as already well known. Even then the origin of the Club appears to have been a matter of tradition. One account, often repeated and perhaps nearest to the truth, was that it was captured from a burly sailor by a still more powerful student. Thereafter for about half a century the Bully Club was the badge of office of the College champion. One of the most famous of these was Isaac T. Preston, valedictorian of the Class of 1812, afterward Chief-Justice of the Supreme Court of Louisiana. A graduate of those days writes, "When I became a member of Yale College in 1811, that student of the Senior Class who was known as the College Bully was conspicuous above all others. As a Freshman I stood in awe of no one so much as a certain Preston, from the South, who was at that time the College Bully, not because he was the best scholar and prospective valedictorian of his class, but because he was possessed, by right of physical superiority, of the Bully Club. This symbol of his power was carefully secreted by the holder, and only seen by any one when there seemed to be occasion at hand for him to wield it for the protection of his fellow-students from outside enemies. I do not recollect getting a sight at it but once, and that during my Freshman year. For some

cause a body of sailors and others, armed with bludgeons, were approaching at night the College yard. Not unwarned of their designs, there issued from the College halls a body of students with Preston at their head, the sight of whose terrible weapon and stalwart form checked the onset before the uplifted arm gave the signal of attack to his followers."

Another famous Bully was Asa Thurston of the Class of 1816, afterward one of the first missionaries to the Sandwich Islands, and well known for his long and useful work there. He appears to have been possessed of prodigious physical strength, with character and principles as strong as his body. He was leader of the College choir, and if he had been in College at a time like our own, would doubtless have been President of the Young Men's Christian Association at Dwight Hall. One night in 1815, some students through love of fun and daring went to a dance attended by oyster-men at Dragon. Soon they were discovered and pounced upon. One of their number escaped and swiftly carried the news to College. The most moderate account of the escapade tells us that "Bully Thurston, the most peaceable of men, felt himself bound by the sanctions of his office to go in obedience to the call, and the oyster-men in the meantime had summoned three of their roughs for the encounter. These, as Thurston entered the hall, advanced boldly side by side to the contest, but in an instant, by a dexterous blow and backward thrust, the central combatant was laid prostrate on the floor. Then, taking the other two by their collars at arm's length, he coolly rapped their heads together, and suddenly outspreading his arms, threw them on the floor at right angles to their companion and antipodes to each other. The fight was ended, and as none appeared to renew the contest, the College Bully quietly returned to his study, leaving his companions to the enjoyment of the conquest." He had the Bully Club with him as a badge of his office, but would not use it for fear of killing his antagonists. The next morning, being Sunday, he led the College choir in the Chapel as usual. The office was not always, however, considered compatible with a religious profession, for we read that on two occasions when a Bully "became pious" he handed the Club over to his successor.

The manner of choosing the College champion varied at different times, and the recollections of elderly graduates on the subject are not entirely consistent with each other. For a good many years it was the custom for the Bully, toward the close of his Senior year, to select his own successor in the next class. According to some accounts, if there were two or more persons between whom it was difficult to decide, a wrestling match was resorted to for discovering the strongest. Later, the institution underwent considerable development and change. Each class had its Bully, elected by the class, also a Minor Bully who was apt to be the smallest man in the class, chosen in a fun-loving spirit as a foil for the real Bully. The Senior Bully was *the* College Bully, and the custodian of the Bully Club; and the transfer of this time-honored badge to the new champion toward the close of the College year became a public ceremony. As times became more peaceful and there was less call for the strongest man, a new significance was given to the office, and the Bully became practically the President and Marshal of his class. The Senior Bully presided at general meetings of the students, and acted as Marshal on Commencement day. But so greatly did the spirit of the times change that even the once honorable title of Bully became an offence to an increasing number of students, who claimed that a taint of rowdyism clung to it. They wished to have a tame "chairman" instead, whereupon a contest arose between the conservators of heroic memories, and these spiritless innovators. The trouble culminated on Commencement day of 1840. On the morning of that day the two factions, known as "Chairmen" and "Bully-

men," endeavored to gain control of the procession to Center Church. The Bullymen won, by heading off in a new direction, leaving the Chairmen in the lurch. But in the afternoon, (the good old Commencement was an all-day affair, with intermission for dinner) an actual fight occurred "in presence of all the students, the Faculty, the State officials, and the assembled wisdom of New England." According to another account, "President Day, who had already taken his seat in the pulpit, was obliged to go outside the church to stop the disturbance." That noisy demonstration sounded the death knell of Bullyism. At the beginning of the next year the Freshmen were not allowed to elect a Bully, and the other classes were told that the office had been abolished. Furthermore, the decree of the Faculty was that no formal organization of a class by the election of class officers under any name could be tolerated in future, and from that day to this none has been attempted. When a class-meeting is held, either a chairman is chosen for that meeting only, or the chair is taken by the Chairman of the Lit. Board, or the Commodore of the Navy, or the head of some other general organization, according to the object which has brought the class together.

No other Yale emblem has ever approached the celebrity of the Bully Club. Its origin and ultimate fate are alike shrouded in mystery. Even when it was in active use it was rarely seen, and then only on those fateful occasions when it was needed to inspire the faithful, or strike terror to the hearts of the foe. In more peaceful times it was sometimes brought out on the occasion of an important general meeting of the students, carried in state up the Chapel aisle, and solemnly deposited on the table in front of the presiding Senior Bully. According to one account, toward the close of its career it was formally exhibited once a year. In 1825, when Lafayette visited Yale, the Bully of that year, escorted by a guard of honor, bore it into the General's presence for his inspection. The historian has drawn a veil over the presentation scene, but we may be sure that the courtly Frenchman, with his never-failing tact, was deeply impressed!

It appears to have been of Protean form, or else to have cast a spell over the eyes of its beholders. It "was of cedar or laurel, with many knots." It "was formed from an oak limb, with a gnarled excrescence on the end." It was "a very stout black staff, either knobbed or crooked." It was "elaborately carved and appropriately ornamented." It was "a large walking-cane, which perhaps might sometime be used as such by the Bully in his evening walks." It was "an immense black stick that no giant could wield with one hand." If the simple attempt to describe its appearance was so bewildering, we cannot wonder at the results when efforts were made to trace its origin. Most of these however are open to the suspicion of having been intended mainly for the enlightenment of Freshmen. According to one account, it was brought over from England by Governor Yale to fight the Indians with, but when he found it was not needed in New Haven for that purpose, he established the institution of Bullyism. Another captivatingly plausible account was that at the time of the disturbance over the removal of the College Library from Saybrook, it was forcibly taken from the Saybrook rioters, and when the New Haven people saw it coming, they greeted its captor with, "Bully for you"—whence the name as well as the club. Those whose early training demanded a scriptural origin for such a venerated relic, traced it back to Hiram, King of Tyre. Others, who had fallen completely under classical influences, stoutly contended that it was the identical weapon with which Hercules slew the lion. But however opinions may have differed as to its origin, there is a noticeable consensus of belief that the Bully Club achieved its apotheosis in the trophy room of a Senior Society.

The Brothers and Linonia Campaign was for more than thirty years an institution which enlisted the interest and activity of the students to a remarkable degree. As the Commencement season of each year approached, preparations were made by the election of campaign officers, and appointment of campaign committees in each society, and envoys were sent to the principal fitting schools to pledge prospective Freshmen. When the latter began to come to New Haven to take their examinations, numerous squads of Sophomores were assigned to duty on the trains. Some were sent as far as Springfield in one direction, and New York in another, for the purpose of discovering and electioneering Freshmen on the return trip. Others were placed on guard at the station and wharf to capture any one who looked like a Freshman. If he were indeed coming to College, and had not already pledged, he at once became the recipient of marked attentions. He was entertained by his newly-found friends, shown around the College, taken to ride about the city, and plied with arguments in favor of a society until his pledge was obtained,—then he was unceremoniously dropped. At the opening of the College year there was a grand round-up of Freshmen at the last great effort of the campaign, called the "Statement of Facts." Six orators from the Senior and Junior Classes representing the two societies appeared before the assembled Freshmen, and occupied an hour or more in presenting the rival merits of their respective societies. As these were to all intents and purposes exactly alike in organization, aims and methods, much had to be made of the slight differences that existed in such a small matter as the furnishing of the halls. Hence it came about that Linonia's strong point was that in her hall the seats were arranged in arcs of circles with the President's desk at the centre. Brothers, on the other hand, pointed with pride to her carpet, a gift from President Woolsey, woven abroad expressly for the society. But the limitations of this very restricted line of arguments were abundantly reinforced by the fertile imaginations of the orators, and the statements, called by courtesy "facts," furnished abundant merriment by their absurdity. At the close of the performance the Freshmen gave in their names to the society of their choice, and the campaign closed with the announcement of the figures which decided victory for one and defeat for the other.

Although the rivalry developed in the campaign was intense, it was thoroughly good-natured. Indeed, the whole contest was one great joke. Every one knew that the societies were alike, and that it made no difference to the Freshmen or to anybody else which one they joined, or which came out slightly ahead of the other in numbers. The very absence of anything worth contending for added piquancy to the campaign, which furnished after all a fine arena for the display of shrewdness, knowledge of human nature, and good leadership. It was this that made the office of "Campaign President" in each society for some time one of the most coveted of College honors, and a sure passport to a Senior society. The campaign furnished annual excitement for College from 1830 to 1865. After that, all interest in the societies rapidly died out, and they themselves ceased to exist. The last Statement of Facts was in the fall of 1870, and was attended by only thirty-two Freshmen out of a class of one hundred and forty-eight.

The Thanksgiving Jubilee originated in connection with Linonia and Brothers when those societies were in full vigor, and their meetings were the College events of the week. On the evening before Thanksgiving, the attendance in the halls would be much smaller than usual, owing to the absence of many students at their homes. Hence, instead of the regular meeting, an informal one came to be held, which was given a burlesque character

by having the shortest Freshman for President, and the tallest one for Secretary, instead of the regular upper-class officers. Then, in place of the regular debate, which might be broken up by the absence of appointees, a "raffle" was held. For this, a number of topics of an absurd character written on separate slips of paper were put into one hat, and the names of the persons present in another. Then a name and a topic were drawn, and the person thus called out had to make an impromptu speech, as ludicrous as possible, on the subject thus assigned him. Since real wit was probably as rare then as it is now, we can readily imagine that most of these efforts to be funny were dreary enough. Yet they seem to have pleased our College ancestors for some years. In 1855, the societies having recently come into possession of their new halls in the Alumni building, Linonia arranged for a more elaborate entertainment, and invited Brothers. This was the first performance of the Jubilee type afterward so well known. It consisted on this occasion of a mock trial, a "Yankee Orator," and songs and impersonations by those who were known to have special gifts, who were called out by the audience. It was thus largely impromptu, but much more varied in character than anything which had gone before. The next year a joint committee was appointed from both societies, and much more careful preparations were made. One feature was a "living bass-viol," impersonated by the largest man in the Senior Class. "A clothes-line, run three or four times from his head to his feet, made the strings; a cigar box made the bridge; his own ears the keys. The performer walked in his instrument, tuned it up, and beginning to play, the huge yet flexible voice of the 'machine' produced the sounds which were supposed to be the tones of the viol. This was a success, especially when, in the midst of a brilliant passage, the instrument collapsed and was carried out." In 1860, the name "Thanksgiving Jubilee" was first applied, a printed programme was furnished, and the performance had developed into the form which characterized it for a number of years. It was now held on Tuesday evening, so that many could attend before going home for Thanksgiving. As it had become a somewhat elaborate dramatic exhibition, the necessary scenery, costumes and other accessories called for money. This was collected from Freshmen, who were expected to give about a dollar apiece, in return for which they received tickets to the performance. This was given alternately in Linonia and Brothers halls, entrance to either of which could be gained only by ascending a long flight of narrow winding-stairs. At the foot of these the Freshmen assembled in good season on the eventful evening, full of curiosity, and eager to obtain good seats. Here they waited, and waited. Meanwhile the upper-class men were quietly going up by a back stairway of which the Freshmen were ignorant. At length the doors were thrown open, and the Freshmen, wondering that no one appeared to take their "tickets," rushed upstairs pell-mell, only to find the hall nearly full already. Those at the head of the column crowded into the standing room left at the rear of the hall until no more could get in. Those behind, packing the stairway, were thus brought to a stand-still without knowing what the matter was, and presently began to try to push their way up and into the hall. Much vociferation accompanied this process, whereupon the upper-class men, rising from their comfortable seats and looking around with an air of indignant surprise, would ask what the matter was, and call on the Freshmen to "sit down and keep quiet." After a while the stairway became emptied — *downward* — a measure of order was secured, and the meeting was organized by choosing a President and Secretary. These, according to the time-honored custom, must be Freshmen. So with loud calls, first for the shortest,

then for the tallest "Freshie," members of that class were passed along over the heads of the audience from the rear of the hall to the stage, where they were laid out on their backs and "measured." The "lengths" of the candidates were announced in some absurd way, as that of the President in degrees, and of the Secretary in barley-corns. When these dignitaries were chosen, and began to look about for their official seats, they were hustled off the stage and the performance went on without further reference to them.

The character of the entertainment has been sufficiently indicated in the few illustrations given. When at its best, it was thoroughly enjoyable. Its flavor was wholly local, performers and auditors were in perfect sympathy with each other, conventionality was thrown to the winds, and everybody felt perfectly at ease. But alas, freedom degenerated into license, vulgarities were introduced, and the Faculty interfered. After the Jubilee in the fall of 1865, several of the performers were suspended, and in the following year none was held. It was revived under restrictions imposed by the Faculty, and in 1869, it was held in Alumni Hall, and ladies were admitted for the first time. The effort was not a success. The old forms were kept up, but the life had gone out of them. Passing the Freshmen over the heads of the audience did not seem so funny as it had upstairs. "Gagging" was uphill work when half the audience had to be told when to laugh. The delightful abandon and enthusiasm of an exclusively student audience had disappeared, and the experiment of admitting ladies was not repeated. A few more Jubilees were held in Alumni Hall, but after 1877 they were given up.

The Fence, as an institution, was not known until after the Civil War. The corner of Chapel and College Streets had long been a favorite stopping place at night for societies and other bands of students who wished to sing a while before going to their rooms, and during the day the large, round upper-rails of the Fence at that corner had furnished good roosting-places for loungers. But it was not until late in the sixties and early in the seventies that the Fence became a regular trysting-place for the three upper classes, with a particular section for each. It was then idealized, and became an object of sentimental attachment. The Freshmen were not allowed to meet at the Fence until late in the College year, unless they were so fortunate as to beat the Harvard Freshmen at base-ball in the spring games. Failing of that, they must wait until the regular time, and then they joyfully took the Fence in token of their release from Freshman bondage. So important did the taking of the Fence become that it was made a ceremony which has continued in full vigor to the present time. Beginning with 1878, a Fence Orator has been chosen by the Sophomore Class, and one by the Freshmen, usually men who have a reputation as fun-makers. On the appointed evening the two classes assemble, and the Sophomore orator confers upon the Freshmen the right to sit on the Fence, and the Freshman orator on behalf of his class accepts the privilege, all with such flow of wit as the speakers may have at their command.

In time the Fence became a shrine, dedicated to the Genius of Yale Democracy. It was the one place where all met on terms of perfect equality, and with song and joke strengthened the ties which bound them to each other and to Yale. But as every idol has those to whom it is only a piece of wood, so there were some who made bold to declare that the Fence was a nuisance. Its crowds of worshippers were said to be noisy. Passers-by on the sidewalk were said to be incommoded. It was reported that the temptations of newly-fallen snow in a certain stage of cohesiveness were yielded to, with the result that the nags of the Fair Haven & Westville Railroad Company were aroused to a nimbleness observed in no other part of their route.

How much these complaints, coming to the ears of the Faculty, had to do with the catastrophe was never known, but some connection between the two was not beyond the reach of a shrewd guesser. However this may be, College was dumbfounded one day to learn that a huge pile of stone and mortar in the form of a recitation and lecture building was to be put on the sacred corner. To be sure it was announced, doubtless by way of breaking bad news gently, that the Fence need not be touched. Certainly not. There was plenty of room for the new building just inside of it. But the students and young graduates were suspicious of such a promise, with only too good reason, as the event showed. Besides, suppose the outward wooden Fence did remain, its immaterial part, its *ego* so to speak, would not be there. It could not survive, being shut off from all College sights and sounds by big stone walls, and Yale Democracy would die with it. Petitions were prepared and numerous signed, imploring the Faculty not to persist in their mad resolve. But many of the petitioners, for reasons above hinted at, doubtless had a presentiment that there was a method in the madness which would be proof against their prayers, and such proved to be the case. The building went up and the Fence went down.

But the Faculty were not really so hard-hearted and indifferent to the Fence-cult as they seemed to be. A new Fence appeared in front of Durfee, and new generations of students took it to their hearts, even as their predecessors had the old one. They even came to see that a Fence inside the College square, away from the distractions of a public street-corner, and screened from the eyes of scoffers, is a better Fence than the old one. Here they gather on warm evenings, and College songs are sung, and friendships are formed, and many a fine but quiet fellow is discovered, and Democracy still flourishes at the Yale Fence.

Of Class customs, the most ancient, and for a long time the most famous, was the Burial of Euclid. This probably originated early in the present century at a time when students were younger and with less refinement than those of our own day. Its observance occurred in Sophomore year on the completion of the study of Euclid. It appears to have consisted at first in the simple and childish performance of punching a hole through a copy of Euclid's geometry with a red-hot poker, so that every one in the class could "see through it," holding it over their heads so that they could "understand it," then putting it on the floor so that they could "go over it." This was followed by the obsequies of the unlamented departed. In process of time an elaborate ceremonial was evolved. The Sophomores, masked and clad in fantastic garb, assembled at some public hall, and carried out a prearranged programme. This consisted of songs, odes, orations, etc. The great geometrician seems to have been represented, sometimes by a copy of his book, sometimes by an effigy. After the exercises in the hall, a procession was formed, and went by way of Tutor's Lane to the unoccupied wooded heights where Prospect Street now passes. At the appointed spot a burial was performed, sometimes with the accompaniment of a funeral pyre. The students during their march made a furious din with tin horns, and were accompanied by a disorderly town rabble. The worst part of the performance appears to have been in the outrageous character of the songs and speeches. It was under the ban of the Faculty, and for some years before its discontinuance was considered the most reprehensible feature of the College year. It finally succumbed, as is usually the case in a democratic community, to the power of public opinion fully as much as to authority. In the Class of '62 a majority of the class held aloof from it. In the fall of 1860, the Class of '63, then Sophomores, at first voted against it, then celebrated it with the omission of its most objectionable features. But College sentiment had turned definitely against it. The Class of '64 let the usual time for its observance go by without any action, and it has never been revived.

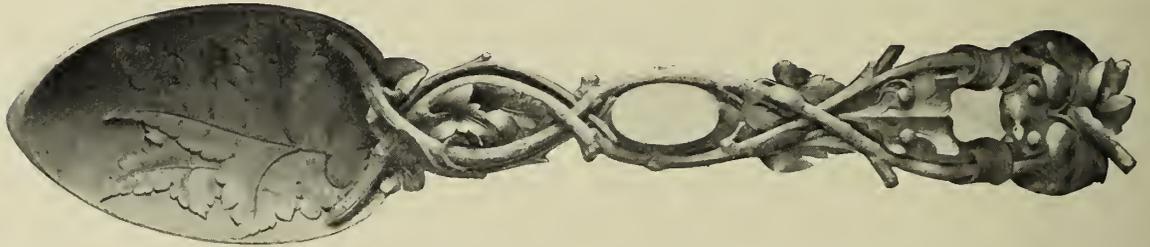
Akin to the Burial of Euclid was the Freshman Pow Wow. This was observed on the evening of Presentation Day, when that came six weeks before Commencement. The Freshmen considered themselves then on the threshold of Sophomore year, since they were expected to take Sophomore seats in the Chapel the next morning, and this furnished the occasion for a celebration. After night-fall the Freshmen, wearing various disguises, took possession of the spacious steps of the old State House on the Green, and went through a performance according to a printed programme. Practically however nothing of what was said could be heard by the crowd in front of the building, because of the din made by the Sophomores, as well as by Freshmen who paid little heed to their speakers, and tried to drown the Sophomore noises by still louder ones of their own. When tired of this, they formed a procession, and with brass band, torches and transparencies, paraded the streets until a late hour. The same tendencies toward degeneration were at work here as in the Euclid Burial, and public sentiment and Faculty together at last abated the nuisance. The last Pow Wow was celebrated in a rather perfunctory manner by the Class of '65. The custom had flourished only a few years, since it appears to have originated a short time before 1850, hence it did not compare with the Burial of Euclid in antiquity and hold upon student affections. But it was the only custom of sufficient importance to be considered a College institution which has ever, so far as known, attached itself distinctively to Freshman year.

The great event of Junior year was the Wooden Spoon Exhibition. The suggestion for it is said to have come from Cambridge, England, where the lowest man on the appointment list was called "the wooden spoon." Acting perhaps on this hint, the Class of '48 decided to present a wooden spoon to the lowest man on the appointment list in their Junior year, and to make the ceremony of its presentation a burlesque on the official Junior exhibition. The occasion was at first observed privately, and degenerated after the manner of such performances. It was rescued by the Class of '52, who in 1851 made the exhibition a public one and invited ladies. This established its character, and until it was given up in 1871, it continued to be the most interesting event of the College year, and the one which brought out the finest audiences of anything presented in New Haven. At first it was held at about the time of the Junior exhibition in April, then it was moved to the Monday, then to the Tuesday evening before Presentation Day. But its chief characteristic as a take-off on the Junior exhibition remained. The exercises consisted mainly of "Philosophical Orations," "High Orations," "Dissertations," etc., delivered by young men, the fun of whose performance consisted partly in the fact that they never came within sight of the real appointments bearing those names. Then there was the "Salutatory," an amusing jumble of English and Latin. Different Professors with marked peculiarities of manner were also sometimes hit off, though always discreetly. The "Opening Load" served to introduce the "Spoon Man," and was a standing bid for laughter from the audience, though the joke was sometimes quite labored. A couple of illustrations will suffice to show what it was. One "load" was "The Strawberry." The curtain rose, showing the performers on the stage gathered about a large sheaf of straw. This they opened with their spoons, and out stepped Berry, the Spoon-man. Another, "The Inbred Gentleman," was a huge loaf of bread, from which the hero of the evening emerged and bowed to the audience. The serious parts on the programme were the Presentation and Reception Addresses, which brought out the object of the whole performance, namely, the conferring of the Wooden Spoon on the most popular man in the Class.

The emblem which was bestowed in the name of the class on these occasions was a large spoon about three feet in length, of black walnut or some more costly wood, elaborately carved

and ornamented with a silver plate on which were appropriate inscriptions. It became the property of the recipient, so that each class furnished its own, and the tendency was toward greater costliness. In addition to *the* spoon, each "coch" had a black walnut one of the same size, but without decoration. These spoons were displayed in the opening load on the stage, but otherwise played no part in the ceremony, and were ever after carefully preserved by their owners as trophies.

The original plan of giving the spoon to the lowest man on the appointment list was quickly given up. Nine men were then chosen who selected the recipient of the spoon from among the low appointment men, and conducted the ceremony of presentation. They also, for a number of years, chose their successors in the next class and initiated them into the secret society of the "Cochleareati," whose membership was limited to nine, and whose activity was confined to the presentation of the spoon to one of their own number, and the preparations therefor. But in 1861, the Class of '62 elected their own "Cochs" at a class meeting, and that method of choice was adhered to by subsequent classes. The original connection between a cochship and



WOODEN SPOON

low scholarship was now abandoned so completely that one of the Cochs of '63 was Leander T. Chamberlain, the valedictorian of the class. But the majority of the men chosen continued to be in fact low-scholarship men. As a rule, the best scholars had not the time to cultivate popularity, even if they had the natural endowments necessary to make such cultivation successful. For in theory at least, the class chose the nine men who were most liked for their personal and social qualities, and one of these was *the* Spoon Man, pre-eminently the most popular man in the class. It will easily be understood that honors awarded on such a basis became prizes of the highest value in the eyes of the students, and were eagerly sought for, especially as they were apt to lead to Senior society elections. This finally worked the ruin of the Spoon as an institution, for the aspirants after the honors, not content with trusting to genuine popularity, employed the various arts of the politician to secure their ends. If they had done this on an individual basis, the good sense and discernment of their class might have set them aside and corrected the evil. But the Junior societies entered the contest, each acting as a nominating caucus which could be manipulated by wire-pullers. Then coalitions were formed for the purpose of electing the nominees of certain societies to the exclusion of others. All this led to some, though not very conspicuous, unfitness in the choice of men, to a deep feeling of dissatisfaction in the class which saw that its action was forestalled by the coalition, and to bitter enmities among the societies as a result of unfair deals. The evil culminated in the Class of '71.

When the time came for the '72 men to prepare for the Spoon, they would have nothing to do with it. No election for Cochs was held, and a custom which seemed to be firmly established, suddenly disappeared with the general approval of College. It is a great pity that a celebration which had so much genuine College life about it, and which for so many years was supported with enthusiasm by the students and their friends, should have died such a death. But its place, socially and artistically, has been well filled by the Promenade.

The Junior Promenade concert has for some time been the great social event of the College year. In the days of the Wooden Spoon and the Junior Exhibition, a promenade concert was given in connection with each event, and the Spoon promenade began to assume importance even before the Spoon was given up. After that, one promenade was held instead of two, and the Juniors concentrated their energies and interest upon it with the result of making it a notable occasion, in every way worthy of the class and the College. For some years it was held in the old Music Hall, then in Carl's Opera House, and of late years in the large Armory Building, which furnishes ample floor-space for dancing for the Juniors and their guests. The latter begin to arrive in New Haven the week before, and on Sunday there are usually enough of them at the Chapel to make the galleries resplendent with bright colors and happy faces. On Monday evening is the Glee Club concert, which helps to give a pleasant variety to the busy hours of the gala half-week. This is largely taken up with Germans, and teas in students' rooms, and other less formal interchanges of civilities. Tuesday is the great evening. On that night the barn-like interior of the Armory is transformed into a bower of beauty, with draperies and pictures and festoons of smilax, and most of all with the fair guests who come in large numbers to grace the occasion. The floor is made suitable for dancing, and there the young couples enjoy themselves until well into the small hours of the night. The whole occasion is one that dwells ever after in the memory of those who take part in it. It is one of the things that break the monotony of College life, and invest it with a charm which the study of books alone could never impart.

The Glee Club above referred to has been in existence many years, and is an important social organization. Its principal feature is an extended tour which it makes annually in the winter vacation, so arranged as to take it through several important cities in the section visited. In these cities it gives concerts, which are usually attended by large and appreciative audiences, and enjoys the hospitality of resident Yale graduates. A younger organization of the same general character is the Banjo Club, which sometimes joins the Glee Club in giving concerts.

The most important student observances of Senior year are those of Presentation Day. Preparation is made for them long in advance. Early in Sophomore year "historians" are chosen, varying in number according to the size of the class. These historians are chosen partly on the strength of their reputations for wit, and from the day of their election, on through their course, it is their business to collect items respecting their classmates which can be worked up into mirth-producing "histories" to be read before the class on Presentation Day. Early in Senior year also, an "Orator" and "Poet" are elected by the class, and they have the remaining months of the year in which to prepare their parts for the great day.

The observance of Presentation Day goes back to a very early time in the history of the College, when it was an official anniversary, like Commencement, entirely under the management of the authorities. The name arose from the fact that on that day the Seniors, having finished the studies of the course, were "presented" to the President by the Senior Tutor. The cere-

mony was performed in the presence of the Faculty alone. The officiating Tutor led up the young men, repeated their names, and informed the President, in Latin, that they had been through the course, had passed their examinations, and were suitable candidates for a degree. This was in theory a veritable introduction, as the President was supposed to be officially ignorant of the fact that they had been for four years regularly attending College exercises, his own lectures included. It is said that one of the earlier Presidents would look up in apparent surprise as the class were ushered into his presence and inquire, "Who are these young men?" This of course was part of a carefully prearranged ceremony. This private Presentation was followed in the afternoon by public exercises, presided over by the President of the College, and consisted mainly of formal addresses of various names by members of the graduating class. The afternoon exercises of Presentation Day in 1778 appear to have been especially elaborate, occupying two hours, and they deserve mention because of the distinction subsequently attained by some of the speakers. These were Tracy, afterward United States Senator; Barlow, poet, and Minister to France; Webster, the lexicographer; Walcott, Secretary of the Treasury, and others. The official ceremonies of the two parts of the day were afterward united in one, and the student participation in them was reduced to the delivery of an oration and poem.

About the middle of the present century the class were escorted to the Chapel by the Senior Tutor, who read a list of their names by way of introduction to the President, then the Professor of Latin made the presentation speech in that language, to which the President responded, also in Latin. Then came the poem and oration, the speakers being introduced to the audience by the President. About 1860, the exercises were made shorter and less ceremonious by omitting the reading of the list of names, and the Latin presentation address. The class also came to the Chapel led by their own marshal, instead of by the Senior Tutor. The President however continued to preside at the exercises, which he opened with a short address.

So much for the official part of the programme. Meanwhile a voluntary student performance had grown up along side of the official one, until it has become, in the eyes of the students and the public, much the most interesting and important of the two. The afternoon is given up to the students, and their exercises are of the ordinary class-day type common to our Colleges, but of course to each class and their immediate friends, they are of unique and absorbing interest. Raised seats are arranged on the College square, enclosing an oval bit of turf on which the graduating Seniors seat or stretch themselves, the raised seats being occupied by their friends, mostly ladies. Music is furnished by a band hired for the occasion. Most of the afternoon is taken up by the "historians," whose success is measured solely by the laughter and applause which they call out. In these so-called "histories," which include highly imaginative forecasts of the future, great liberties are taken with the peculiarities and minor failings of members of the class. Many a man doubtless winces under the infliction, but he laughs with the rest, and may even be obliged to rise in response to loud and imperative calls, thus establishing his identity to hundreds of curious eyes, and parry with such skill as he may possess the keen thrusts of the historian. But the prevailing spirit of the occasion is one of good nature and friendliness, and any deliberate attempt to injure the character, or wound the feelings of a classmate, would be severely condemned. With the large classes of the present day, the histories are necessarily long, and become toward the latter part of the day rather tiresome. At their conclusion, the class repair



CLASS DAY

to the place, usually a part of the Library wall, which has been selected for the purpose, and there they plant the class ivy. This is sometimes brought from some historic spot, as from Melrose Abbey. A few years ago a southern student in the graduating class furnished an ivy slip from the grave of General Robert E. Lee, and it was accepted by the committee in token of good-will between North and South. Some of the graduates, however, who were survivors of the Civil War, made a vigorous protest. This took the class by surprise, for not one of them had been born at the time of Lee's surrender, and nothing was further from their thoughts than any indorsement of the Rebellion.

After the planting of the ivy, the class form in line and march through the College square, cheering each of the buildings in turn. These last moments, in which the Seniors take leave of the College and of each other, are always impressive ones, but their observance has become of necessity somewhat perfunctory on the part of a good many, since the large size of a modern class makes it impossible for most of its members to be well acquainted with each other. Some of the customs of the day, which were observed only a few years ago, have been given up, probably on account of the large size of the classes, which makes them unwieldy on such occasions. Thus it was formerly the custom, after the reading of the histories, for the class to smoke clay pipes for a few minutes, then dash them to the ground and tread on them in token of the relinquishment of College pleasures. Then they would take leave of each other with more or less exhibitions of emotion, a few, scripture fashion, falling on each other's necks and weeping, to the rather heartless amusement of the boarding-school misses present. Another old custom was for the graduating class, on the evening of Presentation Day, to attend Chapel in a body, take seats in the gallery as visitors, and look down upon the Juniors, now occupying for the first time the Senior seats, and presently making their first bow to the President at the close of prayers.

This, by the way, is one of the oldest of Yale customs, and a most cherished prerogative of the Senior Class. A few years ago it was rumored that the President, not liking the ceremony of walking down the aisle between two rows of bowed heads, and being bumped perhaps by those who closed in too hurriedly behind him, thought of evading it by going out of Chapel by a side door. Great was the excitement of the Seniors, who are reported to have planned a counter move of rushing out so as to get ahead of the President, and forming their two lines on the sidewalk so that he would have to pass between them in order to get to his house. The Seniors' zeal for a Yale custom would doubtless have stood the test on such an extraordinary occasion, but it is unfortunately not enough to induce an observance of it from day to day in a proper and dignified manner. The way in which the Seniors have done their bowing for some years past indicates that they have little if any real respect for the custom. Indeed, in view of the prevailing unreverential spirit of the age, it is not surprising that such a ceremony is now an anachronism.

There are two society systems at Yale, which differ widely from each other. In the Sheffield Scientific School there are seven secret societies, namely, Berzelius, Book and Snake, Chi Phi, Theta Xi, Delta Psi, Theta Delta Chi and Delta Phi. Five of them have handsome society buildings of their own. The oldest, Berzelius, has two, a Society Hall,

and a large chapter-house on Hillhouse Avenue now approaching completion. The next in age, Book and Snake, has a chapter-house known as the Cloister, which has long been admired as one of the most beautiful society buildings at Yale. These societies are recruited each year by the admission of Freshmen, and membership continues through the rest of the course, so that admission to one excludes membership in any other. In these respects they are like the Fraternities found in most well-known American Colleges, and life in them is very much like fraternity life elsewhere, presenting little that is peculiar to Yale. They vary somewhat in size, but on an average about one-third of the students of the school gain admission to them. In these particulars they differ from the societies in the Aca-

The latter are ten in number. Active membership in them is, as one year, so that a three of them succeed from Sophomore to quite limited in size, number of those in any advantages is relative—no chapter-houses, more year own their ities make the old Yale unique as compared in other American

Between 1840 and Societies ran their these was Kappa Sigma 1840, and it was followed by Kappa. These societies at Yale, and established colleges. A third society, in 1849, and disbanded the appearance of

ter differed from all open society. At first there was some attempt to select the best men, but soon the contest for membership degenerated into a scramble for the largest number, and nearly the whole Freshman Class found its way into the three societies. The account already given of the electioneering of Linonia and Brothers applies equally well to that put forth by the Freshman societies. Indeed, the two campaigns to a considerable extent were united, the emissaries of the large societies working also for the small ones. As regards the latter, the honors of the campaign always rested with one of the two oldest and best-established ones. The rivalry between them, while well carried out, was always friendly, but between them and Gamma Nu a deep gulf was fixed, and they readily helped each other to keep it down. This combined effort, and other causes, kept Gamma Nu from ever being a large society, but it was remarkably successful in getting some of the brightest men in College. This however availed it little in College estimation. The conservatism of Yale was strik-



NEW D K E HOUSE

demical Department. number. Active membership, confined to person may belong to sively as he passes Senior year. They are so that the whole number of those in any advantages is relative—no chapter-houses, more year own their ities make the old Yale unique as compared in other American

1888 four Freshmen course. The oldest of Epsilon, founded in 1845 by Delta ties had a vigorous life chapters in other Colleges. Sigma Delta, appeared in 1860, a little after Gamma Nu. The latter others in being an

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ingly shown in the deeply rooted antipathy to an excellent society which had the hardihood to disregard the prevailing sentiment in favor of secrecy in Freshman year. It went no farther than that, for its members readily joined the secret societies of Junior and Senior years whenever they had a chance. Indeed, the protest was not so much against secrecy, as against certain practices connected with secrecy.

One of these was the Freshman initiation. Shortly after the opening of the fall term, the two secret societies united on one evening of the week to "put the Freshmen through" in a very uproarious and somewhat unscrupulous way. Sometimes the old State House on the Green was procured for the purpose, and its interior arrangements furnished a fine opportunity for dropping Freshmen from quite a height into a blanket,



BERZELIUS BUILDING

and performing other nerve-shaking but not necessarily injurious tricks upon them. The highly reprehensible practice of making the Freshmen treat and furnish suppers to upper-class men also went with the initiation. Against all that the "open" society set its face, and gave its incoming members a simple and dignified initiation. Another evil of the secret Freshman societies was the encouragement of loafing. Gamma Nu opposed this by keeping up its literary exercises with great regularity and in doing so it is believed to have exerted a healthful influence on the other two. For some years before their extinction, they all gave a good deal of attention to debating. After all, there was no good reason for having any Freshmen societies, and there were some very good reasons for not having any, and College slowly came to this conclusion. The drift of opinion at Yale has been toward considering membership in a society a reward for the accomplishment of good work, or for the display of desirable qualities, and admission to societies immediately

on coming to College was hardly consistent with this. Moreover, it perpetuated the cliques and rivalries of the large fitting schools. The two secret societies were abolished in 1880, and Gamma Nu came to an end in 1888.

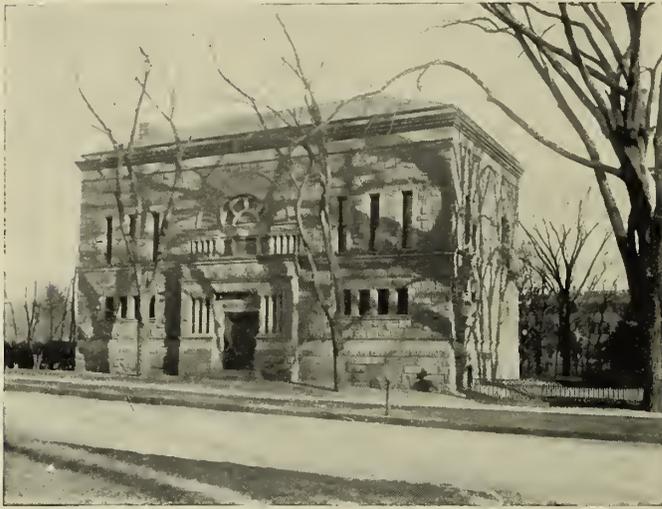
The Sophomore Societies have had quite a checkered career, for which they have only themselves to thank. The first of these, Kappa Sigma Theta, started in 1838 and lasted twenty years. It appears to have been destroyed by internal dissensions. In 1846, came Alpha Sigma Phi, which enjoyed, at least during the latter part of its career, an unenviable reputation as a hazing organization. It was abolished in 1864, by the combined influence of dissension among its members, and pressure from the Faculty. Two societies started up from its ashes,



THE CLOISTER — BOOK AND SNAKE BUILDING

namely, Phi Theta Psi, and Delta Beta Xi, and flourished until 1875. They were never much more than annexes to the Junior societies, members of the first going almost as a matter of course to Psi U, and those of the second to DKE. They appear to have been designed simply to bridge the interval between Freshman and Junior years, so that the favored few could enjoy a continuous society life through their College course. The author of "Four Years at Yale," writing in 1869, said: "The faults of the Sophomore society are usually exaggerated by friends and enemies alike. It does not, as a matter of fact, encourage drunkenness or immorality, though it may sometimes affect to do so. Perhaps the worst thing that can be fairly charged against it is its frivolous and purposeless character. It inspires a sort of pride in its members, but no affection. They look back on their connection with it as a joke, and are careless as to its subsequent fate."

In the same year which witnessed the abolition of the two Sophomore societies, there was a debating club in the Sophomore Class with the Greek name Hé Boulé. For two or three years



ALPHA DELTA PHI HOUSE

it held match debates with other organizations, then it became a regular Sophomore secret society. In 1879, a second society, called Eta Phi, was established. These societies have evidently cut loose from the traditions of their predecessors, for they command the thorough respect and affection of their members, and no suspicion of rowdiness or immorality attaches to them. They have been subjected to much criticism on the ground that they perpetuate the cliques of the larger fitting schools, and pre-empt the avenues which lead to Senior honors too early in the course. Their small membership, only seventeen each, has also

been urged against them. Partly because of these criticisms, a third Sophomore society, Phi Kappa Sigma, was organized in 1896. The three are strictly secret, not even their names appearing in the "Banner." There are three fully-recognized Junior Societies, Alpha Delta Phi, Psi Upsilon, and Delta Kappa Epsilon, and until within a few years it could be said that they were the only ones ever attempted in Junior year. In 1888 a fourth, Zeta Psi, was introduced, but for some reason it has not received full recognition in the College world, and when the Junior societies are thought of, or spoken of, the three older ones alone are usually meant. They appeared at Yale in the order named, Alpha Delta Phi in 1836, Psi U in 1838, and DKE in 1844. The first two were introduced at Yale from other Colleges, the third was founded here, but has established other chapters. The three are large and flourishing fraternities, with chapters in many Colleges, so that they can offer to their members the advantages of a wide acquaintance. At Yale, however, the fraternity spirit is not strongly



PSI UPSILON HOUSE

developed, and there is reason to believe that the members of these societies do not avail themselves to any great extent of the advantages offered by the fraternity relation. If this is so,

it is unfortunate, for the fraternities afford exceptional opportunities for friendly intercourse, which might be cultivated with great advantages to intercollegiate relations.

In former years these societies were largely influenced by the circumstance that two of the most important elections of the College course occurred in Junior year, namely, the election for members of the Wooden Spoon Committee, and the one for editors of the "Yale Literary Magazine." During a few years when the popularity of the Wooden Spoon was at its height, the Junior societies might almost have been said to exist for the sake of controlling these elections, and dividing the spoils among each other. An important feature of the "politics" of those days was the "coalition"



ST. ANTHONY HALL

which was apt to be formed, uniting two of the societies against the third. When the craze



ST. ELMO HALL

was at its height, a coalition might be arranged two or three years ahead, in the latter case involving the future action of students not yet in College. Thus the Class of '69, when they entered College, found that the "politicians" had already arranged a coalition for them which was intended to control their action when they became Juniors. This excessive manipulation brought important results in its train. One of these was the discontinuance of the Wooden Spoon exhibition itself. The students simply became disgusted with coalitions and their injurious effect on class unity and good fellowship. Other less

direct results were the discontinuance of one of the societies, and a deterioration of the other two.

The Alpha Delta Phi society had for some years been under a cloud, partly because it was the only one of the three which would admit Gamma Nu men. It thus came to be associated in

the thoughts of the students with the latter, and to share its unpopularity. The '69 coalition and this Gamma Nu connection together brought about an explosion within the society, and several



ZETA PSI HALL

prominent members of '69 withdrew from it. This was a serious blow, and in casting about for a measure that would restore lost strength, the '70 men decided to take in their new men at the close of Freshmen year, thus having the active members consist of Sophomores and Juniors. This step proved fatal. The society lost what prestige it had formerly enjoyed, it became difficult to induce any one to join it, and before long it was discontinued, the Fraternity revoking its charter.

The Junior societies had all along suffered from a lack of serious purpose, with consequent loss of self-respect. The Senior societies were above them, so their members were looking forward to promotion, and that unfortunately did not depend upon work done in them. To this lack of incentive to work was added the prevalent sentiment that Junior year was an "easy" one, and the result is believed to have been a general flabbiness in the Junior societies. The removal of Alpha Delta Phi from the field did not tend to improve matters, and the remaining two still further deteriorated, until, it is said, there was some danger of their suppression by the Faculty. The dissatisfaction with this state of affairs became so marked that it was believed an attempt to establish an earnest-working society would be supported. Accordingly, in 1888, the Yale Chapter of Alpha Delta Phi was re-established on a genuine fraternity basis. Members were admitted at the close of Freshman year, and retained active membership during the rest of their College course. The society was thus brought into harmonious relations with other chapters, and by its earnestness of purpose commanded the full respect of its members, and in a measure, of the whole College also.



UNIVERSITY CLUB

Yet, for all that, it was considered a nondescript, out of sympathy with Yale sentiment, which set so strongly in favor of one-year societies. Worst of all was the evident fact that the Senior societies were not very ready to take in its members. This made it increasingly

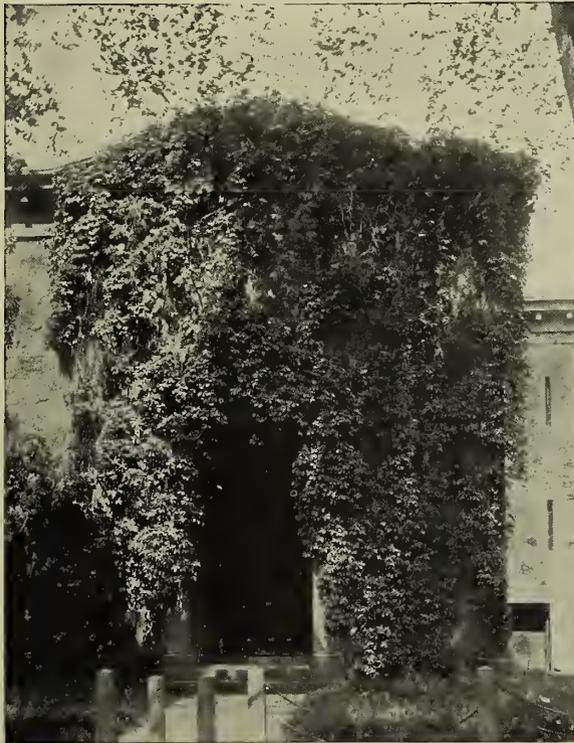
difficult to secure good men, until the society was forced to change its policy, and fall in line with the Yale system. This was done in 1888, and immediately the society went up with a bound. It is believed that the three societies are now on a better footing than ever before in their history. They all own their halls, are on a footing of perfect equality and friendly feeling toward each other, and have no trouble in dividing up between them a sufficient number of good men in the successive classes to make each a strong organization. They are of uniform size, each containing thirty-four Juniors and thirty-five Seniors, making the full undergraduate membership sixty-nine. It is understood that the active conduct of the societies is mainly in the hands of the Juniors, although efforts have been made to induce

the Seniors to retain membership. But the difficulties of bringing together the classes is very great. The organization which can be made of the societies has it fully, namely, in the form of a flourishing organization, with a membership of Juniors from the Academy and Seniors from the School. Here all men, and associate to their natural

The three Senior societies, Skull and Bones, Scroll and Key, were founded in 1832, 1842 and 1883 respectively. The membership in each is limited to fifteen men, who are chosen in each Junior Class near the close of the year by the Seniors, who are class or honorary electors. If a Junior fails to re-

accept an election during the hour when elections are given out, he never has another chance. The period of undergraduate membership is a short one, in view of the great importance attached to the society relations of this year. But the brevity of time is somewhat compensated for by frequency in attendance, for it is understood that these societies hold two meetings a week, on Thursday and Saturday evenings. All have handsome stone halls, which are believed to contain valuable collections of College relics. Attempts have been made from time to time to found other societies in Senior year, but none have succeeded. The difficulty of securing for a new society the prestige necessary for its permanency is very great, and it seems likely that the three which are well established will occupy the field to the exclusion of others for a good while to come.

Membership in a Senior society is considered one of the greatest prizes of College life at Yale. Indeed, all other prizes are valued largely according to their efficacy in securing Senior elections, and the latter furnish a good index at any given time of the estimation in



SKULL AND BONES HALL

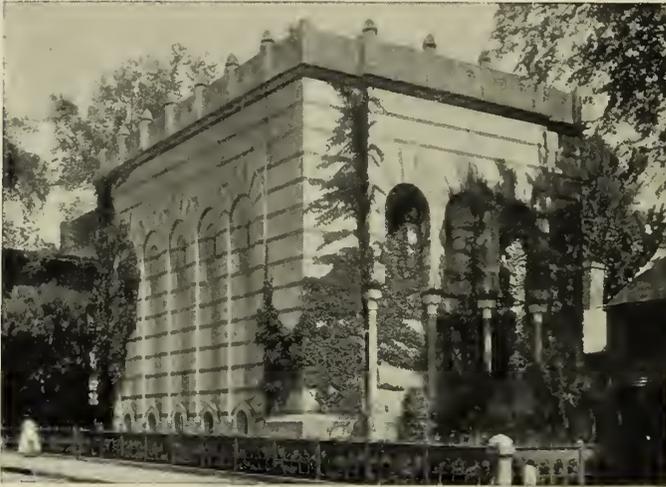
genuinely active membership of bringing Yale in society relations. In only one organization fairly compared with the University Club. This organization, owning its membership of Seniors and members of the medical department, Sheffield Scientific meet together as club together according to affinities.

The three societies, Skull and Bones, Scroll and Key, and Wolf's Head, were founded in 1832, 1842 and 1883 respectively. The membership in each is limited to fifteen men, who are chosen in each Junior Class near the close of the year by the Seniors, who are class or honorary electors. If a Junior fails to re-

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which certain honors are held by the public opinion of the College. Thus forty years ago, the Valedictorian, the Chairman of the Lit. Board, The Wooden Spoon man, and the Campaign Presidents of Linonia and Brothers, were practically sure of going to a Senior society. This



SCROLL AND KEY HALL

fact marked the places which they held as the greatest of College honors, and at the same time contributed to make them so. When in the late sixties the holders of the last three places ceased to go to Senior societies, Yale graduates needed to know nothing more to be assured of the fact that the places themselves were no longer held in high repute. Following that period came the one in which athletic prominence secured the highest regard in College, and correspondingly the prominent men in rowing, foot-ball and base-ball were the ones who were reasonably sure of their Senior elections. During this time, or a little later, the Valedictorian also was dropped as an *ex officio* candidate for Senior honors, and any student's scholarship was apparently given no place among his qualifications for election. To some extent this may have been an indication of relatively diminished regard for scholastic attainments. For a while the glamour of remarkable athletic success perhaps obscured the more modest worth of achievement in the line of College work. But other causes had a good deal to do with it. The large increase in the size of the classes, the elective system, and the increasing use of lectures and written exercises instead of oral recitations, have been largely responsible. Formerly, a third or a quarter of the class kept together during the greater part of the College course, and the daily oral recitations of the most brilliant men attracted

attention and interest, and were matters of discussion at the boarding clubs and lower class societies. All that was changed with the advent of large classes, many electives and new methods of instruction. Then, also, the theory became prevalent, with more or less definiteness of statement, that the honors conferred by the Faculty were the appropriate and sufficient rewards for faithful College work, and that fairness required, or at least justified,

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WOLF'S HEAD HALL

the award of student honors to a different set of men, who achieved success in lines of work not recognized by the College authorities. While there is an air of reasonableness about the view thus stated, it is certainly unfortunate that distinguished success in scholarship does not lead more clearly to those rewards which the students most highly prize. But another reason for this, and the most important of all, is the very prominent place given at Yale to *character*. A man's family, his wealth, or even his attainments, count for little compared with his qualities. Of the two questions asked concerning the candidates for Senior societies, "What is he?" and "What has he done?" there is reason to believe that the former is considered the more important. A man may achieve notable success in various lines of work, yet not possess those traits of character which are most admired by his fellows. This is especially liable to be true of the most studious members of a class, whose occupations tend to develop the characteristics of a recluse, rather than those of a man among men. On the other hand, athletics are apt to develop courage, self-control, and other qualities which belong to true leaders of men, and it is these qualities which win admiration and earn the reward.

An interesting College custom is observed on "tap-day," when the Senior elections are given out. In the afternoon, all the Junior class and many from other classes and departments assemble in a large crowd under the oak tree in front of Durfee, the windows of which are full of ladies and other guests. About five o'clock the Senior society men begin to appear, one from each society, and walk about through the crowd, searching for the Juniors who are to receive elections. When one of these messengers finds his man, he taps him on the back and asks him to go to his room, while loud cheers mark the good-will and intense interest of the crowd. Rarely is the request refused. The happy Junior with the Senior at his heels walks quickly to his room, where he receives and accepts his election.

The conduct of those who fail to receive elections is very significant of the way in which the societies are regarded. The fact appears to be generally recognized that the elections are conferred on a basis of merit, rather than of favoritism, and their bestowal, except in the few cases where they have not been earned, is received with as hearty applause as is the bestowal of any other prize. Of course some are disappointed, and this is the disagreeable feature of any system of rewards which are eagerly sought. But those who fail to "make" a society take their disappointment in a sensible manly way, and soon get over it. As for the happy recipients of the elections, they are careful not to obtrude their good fortune upon the notice of their less-favored classmates. Even the society pin, which it is well known never leaves the person of its owner night or day while he remains an undergraduate, is carefully concealed by the majority of Senior society men, in the true Yale spirit of modesty concerning one's own achievements and consideration for the feelings of others.

While the fact of membership is well known, nearly everything else connected with the Senior societies is kept profoundly secret, and one of the curious features of life at Yale is the etiquette by which this secrecy is guarded. No undergraduate member is ever known to mention the name of his own society or of either of the others, or to allude to it in any way. Furthermore, no person familiar with Yale customs ever thinks of speaking to an undergraduate member even in the most indirect manner about his society or either of the others. To do so intentionally would be a serious affront—to do it ignorantly is a bad "break," and occasions embarrassment, for the member is debarred from returning an answer. Among undergraduates, even to mention one of the three streets on which the Senior Society Halls stand in the presence of a member of either one of them is apt

to be embarrassing, and is sure to give offence if any intentional allusion to the societies is suspected. All this may seem strained and unnatural outside of Yale circles, but the fact that in College it is taken so seriously, and observed so universally, shows that the custom is founded upon genuine respect.

The Senior societies have it in their power to exert a most wholesome influence at Yale. Their special mission is to maintain a high ideal of College life, and this they can do more effectively than any other agency. To a considerable extent they are made up of the most influential men in each Senior Class, who from their force of character and official positions as Presidents, Chairmen and Managers of various organizations, are able to give direction to public opinion in College, and the fact that they hold in their hands the destinies of students in the class below gives them all the more power. This they exert more and more steadily on the side of good order and right living. It is now well understood that an intemperate man cannot gain admission to a Senior society, and this has told most effectively on the side of temperance.

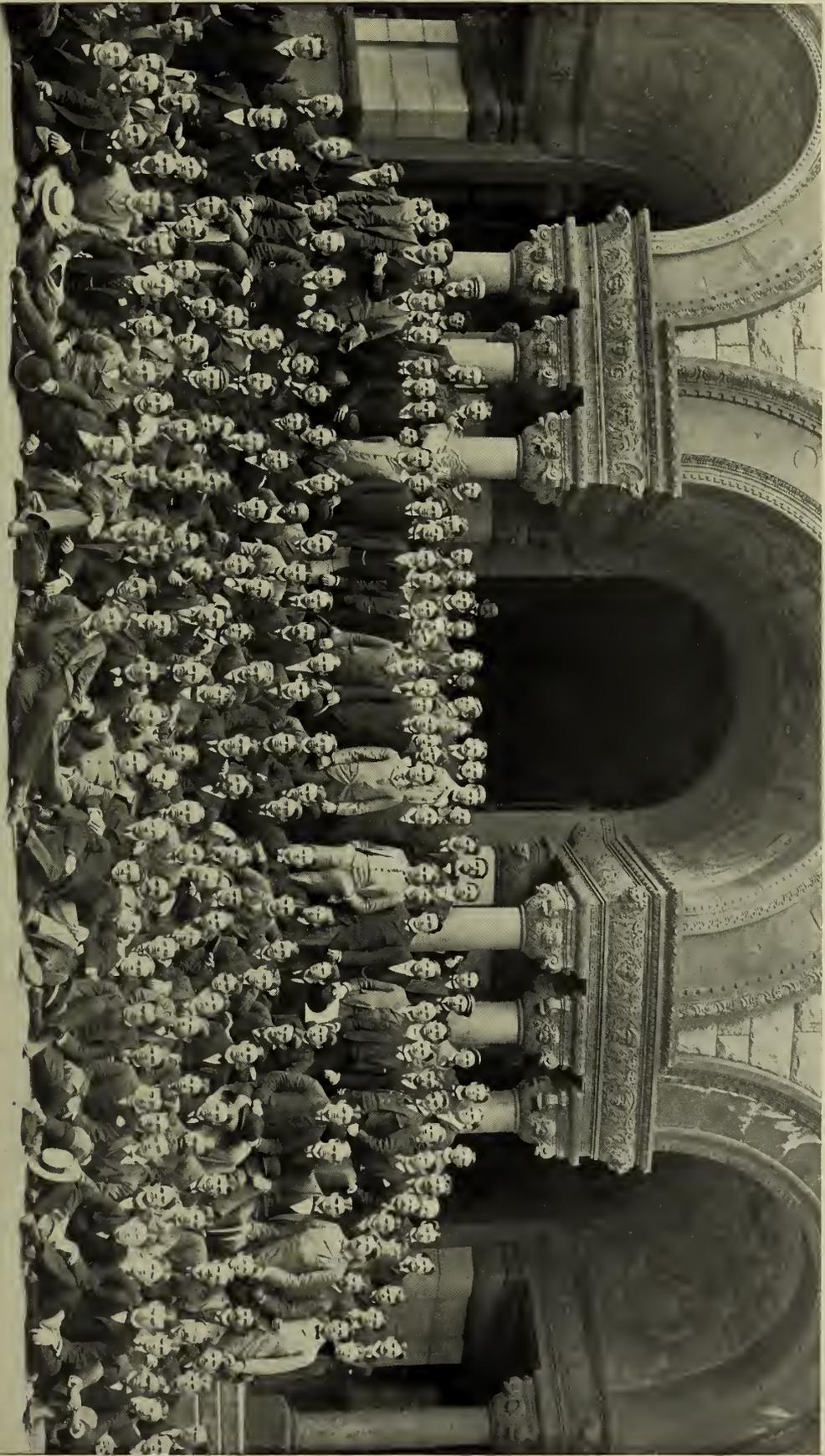
CHAPTER V

CONCLUSION

FROM the foregoing account it will be seen that voluntary undergraduate activities play a large part in the student life at Yale. They evidently furnish many things that are worth coming to College for, in addition to what the course of study offers. Indeed, they are so numerous, and so attractive, that young men are sometimes in danger of overestimating their relative importance. Yet there is no necessary conflict between them and the regular duties of the College. On the contrary, the two supplement each other; for the real effort of the Faculty is to prepare young men in mind and character for the work and conflict of life, and this the self-imposed tasks of the students in the various lines of religious, literary, athletic and social activities also do in a very efficient way. How important the educative influence of these is can hardly be realized, unless it is clearly understood that the students are really masters of themselves in all these matters. The Yale Faculty have little confidence in any scheme of character-building which keeps young men in leading strings. With the exercise of genuine responsibility, and the power to make final decisions, alone come strength of character, and that grip on actual life which fits men for its emergencies. That the students shall have abundant opportunities to exercise such responsibility and make such decisions, is the settled policy of the College.

Thus in the conduct of the College papers, the young men are fully trusted, and so their own sense of propriety is called into active play, with more useful results to their own development and the prevailing disposition of the College at large, than could be produced by a Faculty censorship.

Again, in the much discussed field of athletics, the Faculty draw a line between such matters as the settlement of hours and days when games may be played, in which conflict with regular College duties is liable to occur, and other matters such as the rules of the games, and the institutions that may be played with. In the former matters, the Faculty decide. In the latter, there is no official interference with the students. Advice is freely given, and



'95 GRADUATING CLASS, ON STEPS OF OSBORN HALL.

officers in their private capacity, or as graduate members of committees, may strive to influence the decisions of the students, but the latter when made are not set aside by a higher authority. That this course may lead to some harm is not denied, but it is believed that the experience and manliness which it brings to the young men are worth all that they cost.

In social life also, as in the personal habits of the students, and their demeanor on the College grounds where the Faculty have authority, rules are made concerning a few things which are mainly matters of convention. But in matters affecting the real essentials of character, the main dependence is upon the students themselves. In the regulation of these matters, nothing is more helpful than the public opinion of the student body. To guide this, without losing touch with it, is the aim of a wise College officer. Its support can be easily lost by the making of rules which well-meaning friends may urge, but which the experienced College man knows would be unwise; for a College law which is not supported by College public-opinion tends to increase the evil which it seeks to correct.

By the consistent carrying out of this policy, which is long established and is based upon firm convictions of duty, it is believed that important results have been achieved which appear in the character of Yale graduates. Much has been said and written about the "Yale spirit." By this is meant the characteristics of Yale men which are sufficiently common to attract attention, and are believed to be the product of the College training. It is sufficient to mention here only two or three of these, the existence of which is generally admitted.

One is love of Yale. The devotion of Yale men to their College, their sensitiveness to its honor, and their quickness to defend it when attacked, are well known, and these point back to a College life made satisfactory, and often happy, by treatment at once manly, fair and helpful.

Another is what is known in College as "sand," which includes persistence, reliability, self-reliance, and willingness to face the consequences of one's actions. The Yale system of strict requirement in matters of College work and attendance, with entire freedom of choice and action in almost everything else, is well calculated to bring out these qualities.

A third is a lively interest in public affairs, with strong love of country. This is actively cherished in College, and has borne abundant fruit later, as shown by the large number of Yale men in public life, and the prominent parts they have been called upon to take. It has been conspicuously shown in times of war. In the Revolutionary War nearly a quarter of Yale's one thousand graduates enlisted. In the Civil War, including non-graduates, over eight hundred Yale men entered the Union army, so that "she gave more men to the war on the side of the Government than any other College in the land." In the short war with Spain now closing, Yale men have again given evidence of patriotism and sympathy with their country's effort to advance civilization and good government. This brings us to events which have occurred within the past few weeks, and with an account of them this short history of Yale may suitably close.

At the opening of the war, steps were taken to equip a Yale battery which would call for one hundred and seventy-five men. One hundred and fifty promptly volunteered, and the others needed would doubtless have come forward, but the Governor decided that an existing battery must first be filled up, and another one was not likely to be called for from Connecticut. So he offered the students the opportunity to raise a platoon of forty men, who might keep together and choose their own officers. This offer was accepted, and forty enlisted from among those who first gave in their names. They went into camp at Niantic,

and were waiting for orders to go to the front when the armistice was announced. Among the thousands whose hopes of seeing active service were ended in the same way, it is safe to say that none were more disappointed than the enthusiastic Yale boys. Others enlisted individually in the naval reserves and in regiments from different States, the whole number of students who left for the war being about seventy-five. There were also about three hundred graduates, who promptly obeyed their country's call. One of these, Mr. T. W. Miller of '97, was one of Roosevelt's Rough Riders, and lost his life in the Battle of El Caney, near Santiago.

Beside the opportunity to enlist, another way was opened for Yale men to show both their patriotism and their loyalty to Yale. When it was known that the Government had named one of the converted cruisers the "Yale," the delight of the students was great, and they at once determined to raise money for a gift which would be useful on the cruiser and a token of Yale's appreciation. The first plan was to collect one-dollar subscriptions from students and alumni for the purchase of a stand of colors. But it quickly became evident that this would fall far short of the wishes of enthusiastic Yale contributors all over the country. So Mr. Ernest Carter of '79 held a hurried consultation in Washington with Mr. John Addison Porter of '78, the Secretary to the President, and they decided that the gift should be a couple of Maxim rapid-fire guns. On the personal guarantee of these gentlemen, two new guns that were at hand were diverted from another intended use, and put at once in the bow of the Yale. Thus the delay of ordering them from the makers was avoided. At the first convenient opportunity, plates were put on the guns bearing the inscription, "Presented to the United States Cruiser Yale by the students and graduates of Yale University, May 1898."

Requests for subscriptions were sent to the thirty-five Alumni Associations in different parts of the country, and in less than a month much more than the amount needed had been collected. The report of the committee in charge showed that the guns had been paid for at a cost of \$5200, that a complete stand of colors, containing fifty-one flags, was to be bought at an estimated cost of about \$500, and that these, with expenses, made the gift to the "Yale" about \$6000. Over and above this, there was on hand a surplus of over \$2300, the disposition of which has not yet been decided upon. When the amount needed had been received, notices were sent out requesting that subscriptions be stopped, but the money kept coming in. The last sum received came from Honolulu, where live a number of Yale's most loyal sons, whom it is a pleasure to greet now, since the recent annexation of Hawaii, as fellow-American citizens.

On the evening of May 20, a meeting of the University was held in College-Street Hall to receive the report of the committee. On the platform were the President and members of the different Faculties, while the body of the house was filled with students from the different Departments. Patriotic addresses were made by President Dwight and other chosen speakers, the report of the committee was read and accepted, and resolutions were adopted to be telegraphed to President McKinley, formally presenting the guns to the Government in the name of the University. A more stirring scene is rarely witnessed than was presented by the large body of young men, moved by deep emotions of love of country and of College, as they rose and sang patriotic and College airs, closing with the noble refrain,

"FOR GOD, FOR COUNTRY, AND FOR YALE."



Francis J. Patton

PRINCETON



PRINCETON UNIVERSITY

BOOK I

PRINCETON COLLEGE

CHAPTER I

THE BEGINNINGS OF UNIVERSITY LIFE IN AMERICA

THE course of study pursued in American Colleges, the goal of which is an education described distinctively as humane or liberal, is easily traced to the seven liberal arts which passed over from the schools of Greece and Rome to the Christian nations of western Europe. The great North-African father, St. Augustine, who more than any other western writer determined the theology of the Latin Church, in constructing his system of doctrine gave character also to the system of education which that Church accepted and promoted. In his essay on the Christian doctrine, he places a high value on the knowledge to be derived and on the discipline to be secured from the books of the heathen, as introductory to the study of the Divine Revelation. And the Divine Revelation, as thus newly apprehended, becomes, in his view, both the test of truth and the measure of intellectual values. In his tract, *De Ordine*, an essay on the right method of developing the powers of the mind, he recognizes seven as the complete number of the liberal arts; though it is not easy in his list to find the *trivium*, the circle of the formal arts, and the *quadrivium*, the circle of the material arts, which afterwards were clearly distinguished.

From North Africa and Italy this curriculum was carried into Britain. There it was given a home, largely under the influence of Wilfrid, who, at the Council of Whitby, in 664, led the Latin or Benedictine party and overbore the Celtic influence which threatened to command the English Church and to give character to its worship and its life. The victory of Wilfrid at Whitby resulted, not only in the adoption of the western tonsure and the western mode of computing the date of Easter, but also in the establishment in the growing towns of Northumbria of schools for the study of the liberal arts. Of these schools, no one became more prominent or more widely useful than the school founded by Egbert, Archbishop of York, of which Ælbert became the Master, and in which Alcuin received his education; of which, also, Alcuin became first the Assistant Master, and afterwards the Principal. It was a fortunate event for the western world that, just at the time when the Lombards were laying waste the cities of Italy, this liberal education found a home in the north of England; and it was quite as fortunate that, before the Danish invasion destroyed the institutions of learning in England, the

same curriculum was carried from England by Alcuin himself, and largely through his labors organized into monastic and cathedral schools in Charles the Great's kingdom of the Franks.

The interest of Charles in the education of his people was sincere and profound; and he could have secured no one as his Minister of Education better fitted than was Alcuin, by learning and ardor and industry, to organize a system of schools for the kingdom. It is not too much to say, that the future of large and generous culture in western Europe had never since the breaking up of the Western Empire appeared brighter than it did when, at the close of the eighth century, Charlemagne was crowned in Rome as the successor of Constantine. But with the death of Charles and the division of his kingdom, the *seculum obscurum* may almost be said to have commenced. The power which had been centralized in the crown was dissipated throughout the empire. Those who had been the Emperor's administrative agents, representing him as lords of the counties, became hereditary and almost independent sovereigns over their small domains. Instead of a strong monarch, a multitude of feudal lords ruled western Europe. This dissipation of power was followed by disaster to some of the highest interests of society. It made possible the pornocracy in the capital of Christendom. It substituted for a large and imposing government a multitude of small and warring tyrannies. On nothing was its influence more disastrous than on the schools of the liberal arts which Charles and Alcuin had labored so hard to establish and endow. Everywhere they fell into decay; and with their decay, worship became more sensuous and religion more superstitious and less moral, until there appeared no good ground for hope of a revival of learning, or of a reformation of religion, or of the re-organization of society.

Yet the institutions of modern civilization had not died. They were as an oak whose substance is in it when it casts its leaves. The tenth century, the century of the dark age, had not passed before the Holy Roman Empire in its second form was unified under Otho the Great; and the eleventh century had finished only half of its course when the institutions of religion began to be reformed and consolidated under the leadership of Hildebrand. These were the tokens and the results of a vital movement which did not exhaust itself in the spheres of civil and ecclesiastical government. The energy of the new life was quite as manifest in the sphere of pure thought which it quickened, and in the educational institutions which it reformed or created. The awakened intellect of the eleventh century applied itself, with an earnestness which has never been surpassed, to the study of the great problems in philosophy and theology; and this at many centres throughout western Europe. For the study of these problems no better preparation was found than the curriculum of the schools of Charlemagne extended and developed to satisfy the demands of the new age. Less emphasis, indeed, was placed on classical culture and more value was attached to dialectics than in the days of Charles; for the great work now consciously before the mind of Europe was the organization and defence of the theology of the Church and its correlation to fundamental truth.

As a result of this revival, in the twelfth and thirteenth centuries the Universities of mediæval Europe appeared. They appear so suddenly and at so many points that it is difficult, in the rapidity of the movement, to note the several steps of their historical development. They appeared, to mention only a few of them, at Salerno and Bologna in Italy, at Paris, at Cologne, and later at Oxford and Cambridge. They were substantially guilds of

students, gathered to listen to the discourses of great lecturers on subjects either within the limits of the *trivium* and *quadrivium* or without those limits on subjects for which the study of the *trivium* and *quadrivium* had prepared them; or they were guilds of lecturers who attracted students. On the teachers who constituted the faculty of each of these Universities was bestowed by the pope or the monarch the privilege of teaching, and this developed into the right to grant licenses to teach. The license soon became the Master's degree (*Magister Studentium*), which is historically the first of the degrees in the liberal arts.¹ At these Universities, owing to the necessities of the students, Colleges were soon established. These were houses founded by the munificence of the benevolent for a specific number of scholars. They were founded to provide food and lodging and personal instruction for their inmates, and to give to them a household government and religious direction which might hold them safe amid the temptations of a large and free community. . So Oxford was established in the twelfth century, and Cambridge a few years later. At the close of the century Oxford was the seat of a University, and early in the thirteenth century the University of Cambridge was organized with a Chancellor as its chief officer. Around these Universities grew up the Colleges; as University and Balliol at Oxford, as Peterhouse and Pembroke at Cambridge; and the large and beneficent influence of both University and College on the life of England was soon and widely recognized.

The earliest Colleges planted in America not only adopted the curriculum of the European Universities and manifested their spirit in new conditions, but are descended from them. Almost the youngest of the Colleges of Cambridge is Emmanuel, founded in 1584. From the beginning of its life it was the home of Puritanism.² Indeed, from the beginning of the Puritan movement this was true of the University. Before Emmanuel College existed, as Mr. Froude has said, "Cambridge, which had been the nursery of the reforms, retained their spirit. When Cambridge offended the government of Elizabeth it was by oversympathy with Cartwright and the Puritans." This sympathy with Puritanism on the part of the University at the close of the sixteenth century was most intense in Emmanuel. From Emmanuel came the most of the founders of Harvard. In this way, just when Emmanuel College had passed the first half century of its existence, Cambridge University became the mother of the oldest of the American Universities. Thus, both because of intellectual and religious sympathy, and by the mode of a visible historical descent, the spirit of the institution which had long existed on the banks of the Cam in England, was embodied in the new institution of learning established on the bank of the Charles in New England. So strong was the sense of their indebtedness to the University in the mother country, and so intense was the feeling of historical relationship, that the founders of Harvard changed the name of the village in which the new College was given a home from Newtown to Cambridge. The College soon justified the hopes of its founders; the hopes especially of that "reverend and godly lover of learning," John Harvard, who endowed it with one-half of his entire property, and from whom it obtained its name.

¹ A degree was a license to teach. It carried with it the *ius docendi*. Master, Doctor and Professor were at first interchangeable words designating one who had received a license. The Bachelor was a student and apprentice. He could teach under the direction and supervision of a Master, but not independently. Still he had taken a step (*gradum*) toward the mastership or doctorate and so may be said to have attained a degree, or been graduated.

² "Emmanuel owed its origin to the same movement of thought which produced your Commonwealth, and the ideas which found expression on the coast of Massachusetts Bay were fostered in Sir Walter Mildmay's new College at Cambridge. Emmanuel College was founded to be a stronghold of the Puritan party in the days when they were waging a stubborn and determined war for the possession of the English Church."—Prof. Mandell Creighton, *Record of Harvard University's 250th Anniversary*, p. 277.

Sixty-five years later Harvard College became, in turn, the mother of another College. For just as Harvard traces its origin to graduates of Emmanuel, Yale traces its beginnings to the Rev. James Pierpont, a Harvard graduate of the Class of 1681, and the Rev. Abraham Pierson, a Harvard graduate of the Class of 1668. The Governor of Massachusetts, Earl Bellamont, when addressing the General Court of the Province in 1699, made this remark: "It is a very great advantage you have above other provinces, that your youth are not put to travel for learning, but have the muses at their doors." It was not only the disadvantage of distance which the establishment of Harvard College overcame, but the disadvantage also which the non-conforming subjects of Great Britain at that time suffered, of inability, because non-conformists, to enjoy the advantages of the English Universities. Still distance alone was thought a disadvantage in Connecticut. At the close of the seventeenth century the population of the New England Colonies had risen to one hundred thousand; and already, in the Colony of Connecticut, with a population of fifteen thousand, the need of an institution of liberal learning was deeply felt. Like the founders of the College at Cambridge, Massachusetts, those most active in founding Yale College were ministers of the Gospel, the most of them graduates of Harvard. In Dexter's historical sketch of Yale University he says that "tradition describes a meeting of a few Connecticut pastors at Branford, the next town east of New Haven, about the last of September 1701, and implies that to constitute a company of founders, those then met gave (or probably, for themselves and in the name of their most active associates, agreed to give) a collection of books, as the foundation for a College in the Colony." The College Charter clearly indicates that the end intended to be secured by the establishment of Yale was that which had led to the founding of Harvard and the Universities from which it was descended. Full liberty and privileges were granted to the undertakers "for the founding, suitably endowing and ordering a Collegiate School within His Majesty's Colonies of Connecticut wherein youth may be instructed in the arts and sciences who, through the blessing of Almighty God, may be fitted for public employment in the Church and civil State." During the same year, 1701, the Trustees under the Charter held their first meeting; and Yale College began its great and beneficent career.

Harvard and Yale, with the Virginia College of William and Mary, the last founded by a Royal Charter in 1693, were the only institutions of higher learning in the Colonies at the commencement of the eighteenth century. In important respects they were alike in origin and aim. Each of them arose among a homogeneous people. Each was the College of a people compacted by common religious beliefs and common modes of worship, by common social customs and ideals. Each was the College of but a single Colony, separated from the other Colonies by distance, by its special government, and not seldom by conflicting interests. Each was a College born of the needs of the religious communion which was united with the State: and, what it is specially important to notice, each was born at a time when the Colonies stood separate from one another, each Colony valuing most highly what was distinctive in its constitution, and conscious only of a loose union with the other Colonies through the common government across the sea. Each came into existence years before the Colonists began to realize their unity as Americans, and to be conscious of their affection for a common country.

The conditions under which the fourth American College, the College at Princeton, was born, gave to it in important respects a different character. It was not the College of an established Church. It was not the College of a single Colony. It was not the College of a people sprung from a single nationality. It sprang out of the life of a voluntary religious communion which had spread itself over several Colonies, and which united a large portion of their people in com-

mon aims and activities; and it sprang into being at the time when Americans were beginning to be conscious of their unity as Americans, and when the sentiment of patriotism for a common country was beginning to energize in united political action. In this way, at its birth, this fourth American College had impressed upon it a national and American character, which it has never lost, which has largely determined its patronage and its policy, and which, during the War of Independence and the period of constitutional construction following the war, enabled it to render great and special service to the United States.

The middle Colonies, unlike New England, were settled by peoples holding differing creeds and sprung from several nationalities. When East and West Jersey were united in 1702, the Province of New Jersey formed by the union contained fifteen thousand souls. This population was made up mainly of English Friends, of New England Puritans, and of Presbyterians from Scotland and Ireland. The settlers increased rapidly; so that when, in 1738, the Province sought an administration distinct from that of New York, it contained not less than forty thousand people. The conquest of New York by the British had introduced into that city and the Colony to which it belonged a mixed population. The Province of Pennsylvania, organized by the liberal constitution called "The Holy Experiment," had opened its vast territory to English Friends, Germans of the Reformed, Lutheran and Anabaptist Churches and Presbyterians from the North of Ireland.

The wave of immigration from Presbyterian Ulster, on touching the American shore, spread itself more widely than any other. Scoto-Irish Presbyterians were to be found in New York, in New Jersey, in Pennsylvania and in the Southern Colonies. They easily allied themselves with each other and in the middle Colonies with the Puritan settlers from New England. This alliance between the Scoto-Irish and the New England Puritans gave to the Presbyterian Church, from the beginning, what may be called properly an American as distinguished from a New England or Scotch-Irish character. The Presbytery of Philadelphia, organized as early as 1705 or 1706, by seven ministers, represented at least four sources of the colonial population. In 1717, a Synod was formed with the three Presbyteries of Long Island, Philadelphia and New Castle. This organization was the strongest bond between a large part of the growing population in the three adjoining Colonies. It united them in a single church. It brought together, often and at stated times, their religious leaders. The Puritan clergymen of East Jersey who were graduates of Harvard or Yale, and the Scotch-Irish ministers of Pennsylvania who had won their degrees at Glasgow or Edinburgh, met and conferred at the Synod and, after their return to their parishes, corresponded with one another on the welfare of their congregations, of the communities in which they lived, and of what they were beginning to call their common country. In these conversations and letters, the need of ministers for the rapidly multiplying churches, and the need also of educated leaders for the rapidly forming communities were often mentioned for the reason that they were deeply felt. The conviction soon became strong and wellnigh unanimous, that these needs could only be supplied by a College for the middle Colonies.

CHAPTER II

THE ORIGIN OF PRINCETON COLLEGE

IN presenting the origin of Princeton College, one can best begin by repeating the statement just made, namely, that during the first half of the eighteenth century, by far the strongest bond uniting a large proportion of the population of southern New York, East and West Jersey, and the Province of Pennsylvania, was the organized Presbyterian Church. It constituted for these people a far stronger social tie than the common sovereignty of Great Britain; for this sovereignty was manifested in different forms in the different Colonies; and, except in Pennsylvania, where the proprietary's spirit of toleration had fair play, it neither deserved nor received the affection of the Colonists. In an important sense the British rule was that of a foreign power. The New Englanders in East Jersey were settlers under a government in whose administration they had no share. Far from controlling, they could with difficulty influence the political action of the Governor and his Council. In southern New York the Dutch were restive under the English domination. In New York City and on Long Island the relations between the Scottish Presbyterians and New England Puritans on one hand, and the English Episcopalians on the other, were often severely strained; and it was only the latter to whom, on the whole, the king's representative was at all friendly. In Pennsylvania there were English Friends, Germans who had been invited by Penn to settle in the eastern counties of the Province, and Scotch-Irish Presbyterians. The last-named immigrants landed at the port of Philadelphia in large numbers and took up farms in the rich valleys between the mountain ranges. From the "Irish settlement" at the union of the Delaware and the Lehigh, where the city of Easton now stands, to Harris' Ferry on the Susquehanna, now the capital of the State, there were many Presbyterian communities; and from these, in turn, moved new emigrations to the great valley, called the Cumberland Valley, north of the Potomac, and, south of that river, the Valley of Virginia.

These differing populations formed segregated communities in each of the Colonies; and the affection felt by them for the common government of Great Britain being weak, the middle Colonies were not held together by the feeling of a common national life. But a religious union, embracing a considerable number of settlers in each of the provinces, was rapidly growing; and this religious union was to exert an important and continually increasing influence both in unifying the Colonies and in making America, and not a country across the sea, the object of the deepest patriotic affection. This religious union was the Presbyterian Church. The Presbyterians of the middle Colonies and of Maryland and Virginia had secured a visible unity when, in 1705 or 1706, their Pastors and churches were organized as a Presbytery. Touching the character of this organization, there has been a good deal of debate. But whether formed on the model of the English Presbyterial Association¹ or on that of the more highly specialized Scotch Presbytery, the Presbytery of Philadelphia, as it was popularly called, furnished a means of association and of interchange of ideas among the English-speaking clergymen who were scattered along the Atlantic coast from Cape

¹ Briggs' *American Presbyterianism*, p. 139.

Charles to Montauk Point. Into this new ecclesiastical organization soon came the New England congregations of East Jersey. By 1720, the Presbyterian Church was composed of German, Dutch, Scotch-Irish and New England elements.

The rapid growth of the population, the need of new churches and the opportunities offered to organize them, impressed on the Presbyterian ministers of that day the need of an increase in their own ranks. Others might be depended upon to organize the material elements of civilization in the new communities; but, just as it was at an earlier date in New England, the duty of providing religious teachers for the people was largely left to the ministers already at work. Francis Makemie, the first Presbyterian minister to come from Ireland to America, gave expression to his anxiety on this subject in letters written to Increase Mather of Boston and to correspondents in Ireland and London. In response to calls from the settlers, some ministers came from New England and others from Ireland; but the supply was far from being equal to the demand. As the churches multiplied, the original Presbytery was divided into several Presbyteries, and these were organized as a Synod. And the members of the Synod, becoming more distinctly conscious of their mission to their common country, began to agitate the question of their independence, in respect to ministerial education, of both Great Britain and New England.

This agitation did not terminate in itself. A few ministers, unwilling to wait for ecclesiastical action, opened private schools in which they taught the liberal arts; and to the students thus prepared who desired to become readers in Divinity, they offered themselves as preceptors. Precisely these steps in behalf of liberal education were taken by the two Presbyterian ministers of New Jersey who afterwards became the first two Presidents of Princeton, Jonathan Dickinson of Elizabethtown and Aaron Burr of Newark. Still another Presbyterian minister, William Tennent, opened a private school destined to become far more influential than the school of either Dickinson or Burr. This was the Log College at the Forks of the Neshaminy.

William Tennent was born in Ireland in 1673. We owe to the investigations of Dr. Briggs our knowledge of the fact that he was graduated at the University of Edinburgh, July 11, 1695.¹ He was admitted to Deacon's orders in the Church of Ireland by the Bishop of Down in 1704, and two years later was ordained a Priest. Though an Episcopalian, he was related by blood to Ulster Presbyterians, and he married the daughter of Gilbert Kennedy, the Presbyterian Pastor of Dundonald. His father-in-law had suffered during one of the persecutions of the non-conformists, and the story of his hardships may be responsible for Tennent's renunciation of the Church of Ireland. At all events, "after having been in orders a number of years, he became scrupulous of conforming to the terms imposed on the clergy of the Establishment, and was deprived of his living, and there being no satisfactory prospect of usefulness at home, he came to America."² He landed at Philadelphia with his four sons in 1716. Two years later he applied for admission to the Synod of Philadelphia. The committee to whom his application was referred were satisfied with his credentials, with the testimony concerning him of some of the brethren connected with the Synod, and with the material reasons he offered for "his dissenting from the Established Church in Ireland." These reasons were recorded in the Synod's minutes *ad futuram rei memoriam*, he was voted a minister of the Presbyterian Church, and "the Moderator gave him a serious exhortation to continue steadfast in his holy profession." After laboring at

¹ *American Presbyterianism*, p. 186.

² Webster, *History of the Presbyterian Church*, p. 365.

East Chester and Bedford in New York, he removed in 1721 to Pennsylvania, and took charge of two congregations, Ben-Salem and Smithfield in the County of Bucks. Five years later he accepted a call to a congregation in the same county, at a point afterwards called the Forks of the Neshaminy. Whether a church had been organized before his arrival cannot now be positively determined. A house of worship was built about 1727. Here he lived for twenty years, during sixteen of which he was actively engaged as the Pastor of the church. His personality is not well enough known to enable one to draw his portrait even in outline. Two things concerning him, however, are well known; his religious and missionary zeal and his exceptional attainments in classical learning. "While an orthodox creed and a decent external conduct," writes Archibald Alexander, "were the only points upon which inquiry was made when persons were admitted to the communion of the church, and while it was very much a matter of course for all who had been baptized in infancy to be received into full communion at the proper age,"¹ this did not satisfy Mr. Tennent. The evangelical spirit which burned in the members of the Holy Club at Oxford inflamed the Pastor of Neshaminy. He desired as communicants only the subjects of a conscious supernatural experience. When Whitefield first visited Philadelphia, Mr. Tennent called upon him at once and they soon became intimate friends. He admired Whitefield's oratory, and was in full sympathy with his methods as a revivalist. Whitefield cordially reciprocated Tennent's friendship. He found no one in the Colonies in whose companionship he was more strengthened and comforted. He spent many days at the Forks of the Neshaminy, and it is to his journal that we are indebted for the best description of the Log College.

William Tennent's deep sense of the value of a liberal education, his desire to extend its benefits to his four sons, his determination to relieve, so far as he might be able, the destitution of ministers in the church with which he was connected, and his ambition to propagate his own views of preaching and of the religious life, led him, soon after his settlement at Neshaminy, to open a School of Liberal Learning and of Divinity. His cousin, James Logan, Secretary of the Province of Pennsylvania, gave him for this purpose fifty acres on Neshaminy Creek. There he raised a log building as a study for his pupils. It was as humble as the cabin of reeds and stubble which Abelard built for himself at Nogent, and which was made famous by the flocking of students from Paris to hear the words of the master. "The place where the young men study now," writes George Whitefield in his journal, "is in contempt called *the College*. It is a log house, about twenty feet long, and near as many broad; and to me it resembled the schools of the old prophets. For that their habitations were mean, and that they sought not great things for themselves, is plain from that passage of Scripture wherein we are told that, at the feast of the sons of the prophets, one of them put on the pot, whilst the others went to fetch some herbs out of the field. From this despised place, seven or eight ministers of Jesus have lately been sent forth, more are almost ready to be sent, and a foundation is now being laid for the instruction of many others."

The annals of the Log College are "the short and simple annals of the poor." Its life was brief, and of those who studied there we possess no complete list. Most of the ministers of Pennsylvania, while they probably regarded it with fear, spoke of it with contempt. When Tennent died, no one continued his work. The building has long since decayed or been destroyed, and its site within the fifty acres is not clearly

¹ *Log College*, p. 23.

known. But the work done by the Log College was a great work. Tennent convinced the Presbyterians of the middle Colonies that they need not and ought not to wait upon Great Britain and New England for an educated ministry; and through his pupils, and the pupils of his pupils, he did more than any other man of his day to destroy customs which were as bonds to the church, and to teach his brethren that evangelical feeling and missionary zeal were necessary to fulfil the mission of his communion in the growing Colonies. "To William Tennent above all others is owing the prosperity and enlargement of the Presbyterian Church."¹

From this school were graduated the four sons of the elder Tennent, and not a few others who became eminent in the Church; some of them in connection with the early life of Princeton College, and, before that College was founded, as founders of institutions like the one from which they came. One of these was Samuel Blair, who established a Classical School at Fagg's Manor, or New Londonderry, where John Rodgers, afterwards the Pastor of the Brick Church in New York City, Samuel Davies, Princeton's fourth President, and William Maclay, United States Senator from Pennsylvania, were educated. Indeed it may be said that by nothing is the high character of the Log College education more satisfactorily evidenced than by the attainments and efficiency of Samuel Blair and his brother John, upon both of whom Tennent had impressed his religious views and his zeal for the higher learning. No less distinguished than the Blairs was Samuel Finley, who succeeded Davies as President of Princeton College. That he was one of Tennent's students is not certain, but it is in the highest degree probable. Tennent's school was in existence when Finley came from Ireland to Philadelphia to continue his studies. There was no other school near at hand at which students for the ministry were educated. That his name does not appear in any list of Tennent's pupils is not proof that he did not attend the school, for no list pretending to be complete is in existence. He united with Tennent's Presbytery and was licensed by it. When he became a Pastor he opened a school like the Log College. And during all his life he supported the distinctive views which were associated with Tennent's name. What Samuel Blair did at Fagg's Manor in Pennsylvania, Samuel Finley did at Nottingham in Maryland. He founded a seminary for classical study and for the training of ministers. How important its career was is shown by the fact that "at one time, there was a cluster of young men at the school who all were afterwards distinguished, and some of them among the very first men in the country. Governor Martin of North Carolina; Dr. Benjamin Rush, of Philadelphia, and his brother, Judge Jacob Rush, Ebenezer Hazard, Esq., of Philadelphia; the Rev. James Waddel, D.D., of Virginia; the Rev. Dr. McWhorter, of Newark; Colonel John Bayard, Speaker of the House of Representatives; Governor Henry, of Maryland, and the Rev. William M. Tennent, of Abington, Pennsylvania."² Less successful, because of the temper of the principal, was the school of another pupil, John Roan of Derry.

The ministers educated in these schools soon showed themselves equal to positions in the Colonies usually occupied by graduates of the Scottish Universities or the New England Colleges. And it was their success which led the Synod to take action in 1739, looking to the establishment of a College for the whole Church. In that year an overture for erecting a seminary of learning was presented to the Synod. "The Synod unanimously approved the design of it, and in order to accomplish it did nominate Messrs. Pemberton, Dickinson, Cross and Anderson, two of which,

¹ Webster, *History of the Presbyterian Church*.

² "Log College," pp. 305, 306.

if they can be prevailed upon, to be sent home to Europe to prosecute this affair with proper directions. And in order to this, it is appointed that the committee of the Synod, with correspondents from every Presbytery, meet in Philadelphia the third Wednesday of August next. And if it be found necessary that Mr. Pemberton should go to Boston pursuant to this design, it is ordered that the Presbytery of New York supply his pulpit during his absence."¹

Two of the committee, Messrs. Pemberton and Dickinson, were natives of New England; Pemberton was graduated at Harvard and Dickinson at Yale. Dr. Anderson was from Scotland and Mr. Cross was from Ireland. The committee at once entered upon its duties, but the period did not favor the prosecution of the scheme. "While the committee concluded upon calling the whole Synod together for the purpose of prosecuting the overture respecting a seminary of learning, yet the war breaking out between England and Spain, the calling of the Synod was omitted and the whole affair laid aside for that time."² This was the last legislative action taken upon the subject by the united Church. Had the Synod founded a College it is not probable that Princeton would have been selected as its site; and had Princeton been selected, the institution, by its official relation to the Church, would have had a character and career very different from those of the College of New Jersey.

But a conflict now began within the Synod which led to its division in 1742. The conflict and the resulting division were due to the activity of two parties holding opposing opinions as to the value of vivid religious experiences and of preaching designed immediately to call forth religious confession, and as to the learning requisite for admission to the ministry. On the one hand was the party of the Log College. A number of its graduates and friends had been erected into the Presbytery of New Brunswick. This Presbytery had licensed John Rowland, a student of the Log College, and had intruded him within the bounds of the Presbytery of Philadelphia, in violation of a rule of the Synod; for the Synod had taken action that no candidate for the ministry having only a private education should be licensed by any Presbytery, until such candidate's learning had been passed upon by a committee appointed for that purpose. The Synod adopted a resolution which characterized the Presbytery's conduct as disorderly, and admonished the Presbytery to avoid "such divisive courses" in the future. Moreover, the Synod refused to recognize Rowland as a minister, and ordered him to submit to the examinations for those who had only a private education. The members of the Presbytery of New Brunswick were intensely indignant. They asserted that the Synod's action reflected seriously upon the character of the training received at the Log College; that it showed the Synod to be absolutely blind to the religious needs of the growing Colonies; that it was an undeserved rebuke administered to the man who, more intelligently and faithfully than any other minister of the Church, had labored and sacrificed in the interest of classical and theological education; and that it had its origin in the Synod's wilful opposition to vital religion. The other party, to which a majority of the Synod belonged, was recruited largely from the Scotch-Irish clergy of Pennsylvania. Between these two parties stood the Presbytery of New York, led by Dickinson and Pemberton. What the members of New York Presbytery could do in the way of pacification they did. But the conflict from its beginning was too bitter to be composed: and it was made more bitter by the visit to America of George Whitefield and the participation of the Log College and New Brunswick men in Whitefield's revival measures. A division of the Synod was inevitable. It took place in 1742. The Presbytery of New York, though separating in that year from the Synod of Philadelphia, did not at once unite with the Presbytery of New

¹ *Records of the Presbyterian Church.*

² *Ibid., Minutes 1740.*

Brunswick. But negotiations for such a union were soon begun. In 1745, the union was effected, and the Synod of New York, formed by the union of the Presbyteries of New York, New Brunswick and New Castle, the latter made up wholly of Log College men, was constituted.

This Synod of New York, it will be observed, was a union of the New England clergymen and of those who were immediately connected with the College on the Neshaminy or who sympathized with the aims and measures of its founder. During the three years intervening between the division of the Church and the formation of the new Synod of New York, many conferences were held and letters written on the subject of a College. Owing to this schism it was impossible for those now connected with the Synod of New York to take part in founding that "seminary of learning" which, in 1739, the undivided Synod had determined to organize. The adoption of the Log College as the College of the Synod was not favorably regarded for several reasons. It was too far from New York; it was within the limits of the other Synod; its plan was too narrow; and, besides, the elder Tennent died the very year of the organization of the New York Synod. The work of the Log College was over. Moreover, large-minded leaders like Dickinson and Burr wanted a College organized on a plan far larger than that of the Neshaminy school. Nor were they at all disposed to wait for synodical action. The character of the clerical promoters of the College of New Jersey, their training and their actual behavior make it not only credible, but in the highest degree probable, that if a College subject to the supervision of a church judicatory was ever before their minds, it was thought of only to be rejected. To quote the words of Dr. Maclean, the historian of the College, they "most probably neither sought nor desired the assistance of the Synod."

Besides this underlying indisposition to invoke ecclesiastical action, there were special reasons at this time for not allowing the subject to be brought before the Synod for discussion. There were a few in the Synod of New York who, hoping for a reunion of the divided Church, might propose co-operation with the Synod of Philadelphia in the support of the College which the latter Synod was expecting to open at New London, in Pennsylvania. Gilbert Tennent's opposition to any large plan had to be anticipated, for he had always expressed a preference for private and local schools. And Samuel Blair, who was conducting successfully an academy at Fagg's Manor, could scarcely be expected to favor any scheme which would end the work to which he had given his life. Considerations like these determined the clerical promoters to independent but associated action. Three of them, Jonathan Dickinson, Aaron Burr and John Pierson, were graduates of Yale; the fourth, Ebenezer Pemberton, was graduated at Harvard. The men from Yale had seen in their own *alma mater* what independent action could effect; and before the minds of the four ministers and the three laymen who acted with them, arose an ideal very different from that which Tennent had made actual in the Log College. Certainly, with whatever design they began the project, when, after conference and discussion, they proceeded to final action, they did a far larger thing than to organize either a Synodical College or one chiefly for the education of candidates for the ministry. That this function was in their apprehension important and even eminent there can be no doubt. But this was only one of several functions of the College of the higher learning for the middle Colonies. The benefits to be conferred by it on society at large, in the rising communities of the Colonies, and especially on the other liberal professions were quite as distinctly before the minds of the promoters and first Trustees of Princeton College as were its relations to clerical training. This is made clear both by the provisions of the two Charters and by the social and political standing of the Trustees these Charters name.

CHAPTER III

THE FOUNDING OF THE COLLEGE. THE TWO CHARTERS

THE two political divisions of New Jersey, the East and the West, were united in 1702. Up to 1738 the Governor of New York represented the sovereign in the Province of the Jerseys also. In that year, New Jersey was granted a separate executive and Lewis Morris was appointed Governor. He continued in office until his death in 1746. On the death of Governor Morris, John Hamilton, President of the Council, became the acting Governor by operation of law: and it was from Governor Hamilton, on the twenty-second of October 1746, that the Charter with which the College began its life was granted. The year before, the ministers whose names have been mentioned and their associates, William Smith, William Peartree Smith and Peter Van Brugh Livingston, had been refused a Charter by Governor Morris. The reasons for his refusal can be inferred from his views and his previous conduct. Apart from the doubt that he may have felt as to his right to bestow it before receiving permission from the home government, he believed that he would be doing an illegal, or at least an impolitic act, if he granted the rights of a corporation for educational and religious purposes to ministers and laymen not in communion with the Church of England. He had already refused a Charter to the First Presbyterian Church of New York for the reason that there was no precedent for conferring that privilege on a company of "dissenters."

But the death of Governor Morris gave to the promoters of the College new hope; and they presented the same petition to Governor Hamilton. He was the son of Andrew Hamilton, who had been Governor of East and West Jersey for a period of ten years. The fact that Andrew Hamilton was a native of Scotland led him to look with favor, certainly with less opposition than that displayed by either Lord Cornbury or Governor Morris,¹ on the rapid growth of the Presbyterian Church in the Colonies. His son John, himself perhaps a native of New Jersey, shared these views and feelings. At all events he granted the petition and signed the Charter. This was the first College Charter conferred in America by the independent action of a Provincial Governor. The Charter of Harvard was the act of the Legislature of Massachusetts; that of Yale the act of the Legislature of Connecticut; that of William and Mary was granted immediately by those sovereigns. The precedent made by Governor Hamilton was followed by other Governors, and its propriety was never afterwards officially questioned. Indeed, it was never publicly questioned except in a newspaper controversy, in which only private and irresponsible opinions were expressed by writers who did not even sign their names.

The name of John Hamilton, therefore, should be given a conspicuous place in any list of the founders of Princeton University. He granted the first Charter; he granted it against the precedent made by the Governor whom he succeeded in the executive chair;

¹ Lord Cornbury and Governor Morris, though they were both opposed to non-conformists, were alike in nothing else. The latter on more than one occasion opposed vigorously the former's tyranny. Governor Morris was on the whole an admirable Governor, and, as to his opposition to the Charter, Dr. Maclean makes the following remark: "In

this matter the friends of the Church [of England] were in all probability no more unreasonable than the Dissenters themselves would have been had their respective conditions been reversed. It was reserved for those not connected with established churches to be liberal-minded and regardful of the rights of others." (*History of the College*, Vol. i, p. 43.)

and he granted it with alacrity, certainly without vexatious delay. What is more remarkable, at a time when Episcopalian Governors were ill-disposed to grant to Presbyterians ecclesiastical or educational franchises, he — an Episcopalian — gave this Charter to a Board of Trust composed wholly of members of the Presbyterian Church. Though the son of a Governor, and acting as a Royal Governor, he made no demand that the government be given a substantive part in its administration; and though granting the franchise as Governor of a single Province, he gave it to a Board of Trustees in which four Provinces were represented. For the times in which he lived, his conduct evinces exceptional large-mindedness. It appears to have proceeded from the conviction that a company of reputable gentlemen, of whatever Christian communion, and however widely their homes might be separated, who were willing to give their time, money and labor to the founding and maintenance of a College of liberal learning for men of all classes of belief, must be worthy of the confidence and protection of the sovereign political power. It has already been shown that the projectors of the College impressed upon it an unsectarian character by declining to seek the aid or to permit the oversight of the Presbyterian Synod; and that nevertheless its control by Presbyterians representing four Colonies made it of necessity an intercolonial institution. It is but just to the memory of Governor Hamilton to add, that legal effect was first given both to this religiously-liberal proposal and to this national outlook by the signature of an acting Royal Governor who was a member of the Church of England.

Unfortunately, the first Charter was not recorded; and it is on this account impossible to compare its precise language with that of the second. But the "Pennsylvania Gazette" of August 13, 1747, published an advertisement of the College, which contains the first Charter's substance. In this advertisement it is stated that the Charter named seven Trustees, the four clerical founders, Jonathan Dickinson, Ebenezer Pemberton, John Pierson and Aaron Burr, and the three lay founders, William Smith, Peter Van Brugh Livingstone and William Peartree Smith. To these original Trustees was given full power to choose five others, who should exercise equal power and authority with themselves. The five chosen were the Rev. Richard Treat and four clerical representatives of the Log College interest: Samuel Blair, Gilbert Tennent, William Tennent, Jr., and Samuel Finley. The Charter constitutes the Trustees a body corporate with full power to act as such, and to convey their power to the successors whom they might elect. In the exercise of this power, however, no acts or ordinances for the government of the College could be passed repugnant to the laws of Great Britain, or of the Province of New Jersey; and provision is distinctly made that no person shall be debarred of any of the privileges of the College on account of any speculative principles of religion; but "those of every religious profession have equal privilege and advantage of education in said College." The Charter gives to the Trustees and their successors the power to give any such degrees as are given in any of the Universities or Colleges in the realm of Great Britain.¹

Whether in their respective preambles there was any difference between the first and second Charters, no one knows and it were idle to conjecture. So far as appears, the scope of the institution, its educational design, the methods appointed for fulfilling this design, the powers of the Governing Board, the degrees to be granted, and the entire framework of a College or University, as set forth in the second Charter, were set forth in the first, with the

¹ Reprinted in the *Princeton College Bulletin*, February 1891. Mr. William Nelson, to whose studies of the early history of the Province of New Jersey both the State and

the University are indebted, brought it to the notice of the Faculty; but for him we should not now know the names of all the first Trustees.

same precision, in the same order, and in the same general language. The second Charter was sought by the original Trustees or suggested by the Governor and agreed on by both, in order to increase the number of Trustees, to introduce into the Board representatives of the provincial government, to give to other religious communions a share in the administration, to secure the favor of civilians in Philadelphia, and to make the lay Trustees equal in number those who were clergymen. These statements indicate the only changes that were made. It was proposed to grant to four members of the Council of New Jersey seats in the Board *ex officio*. The proposal was rejected. What would have been the effect of its adoption no one can tell. It might have seriously interfered with the development of the College as an intercolonial or national College and reduced it to the rank of a local or provincial institution. But this is not at all certain; for a similar provision in the Charter of Yale, as amended in 1792, did not prevent its growth into a great national University. It is not possible to say in whose minds the changes in the Charter severally originated. We only know in a general way of the friendly correspondence and conference between the original Trustees and the Governor, and of the Governor's expressed desire to give to the College a new and better Charter.

In changing the constitution of a corporation, either the Charter may be amended or a new Charter may be granted. Why, in the case of the College, the latter method was adopted is not perfectly clear. It may be that this was regarded as the more convenient method; or that, even if not so convenient, it was thought either safer or more honorable, or both, to hold a Charter from a Royal Governor than to hold one from a President of the Council. Possibly, some of the steps taken by the government in issuing the first Charter were irregular; or, possibly, some of the steps necessary to be taken were omitted. Three facts are significant. No mention of the Charter of 1746, so far as can now be ascertained, was made in the council's journal. In 1755, the first Charter was attacked by a writer in the "New York Gazette," and a reply by a friend of the College was published; but in this reply the first Charter, far from being defended, is pronounced "probably invalid," and the tone of the note is one of felicitation that the legality of the College rests securely on the Charter of 1748. In the same year the Trustees presented an address to the Governor who gave the second Charter, and they welcomed him, not only as patron and benefactor, but as founder also.

These facts justify and almost compel the belief that the conviction was general that a cloud rested on the College's title to its franchises which could be best removed by an absolutely new Charter. But they do not warrant the statement that the first Charter was impotent and void. It was actually operative until the new Charter was granted; and, had it not been superseded, it would have continued operative until, challenged in the courts of the Province, a decision had been rendered against it. Many of the official acts of Governors and Legislatures, if tested in the courts, would be held illegal, and some of them so illegal as to be invalid. But, never being challenged, they have been just as potent as if they had complied with every constitutional demand. The first Charter of the College, in its sphere, had certainly all the potency which acts of the kind just described have in their spheres. Moreover, we have not at this late day knowledge enough of the facts of the case to assert with confidence what, if the case had been tried, the decision of the court would have been. And even if it could now be satisfactorily proved that, of the steps necessary to be taken, enough were omitted to make it certain that the first Charter would have been adjudged

illegal, it never was. On the other hand, it was granted, it was announced, the College was advertised and opened on its basis, and it was called an "infant College," and one to be "adopted," by the very Governor who granted the new Charter. Let it even be supposed that Governor Hamilton in granting the first Charter was guilty of unlawful usurpation of power. Louis XVIII regarded Napoleon I as a usurper, and Charles II so regarded Oliver Cromwell. But neither the Bourbon nor the Stuart king held that the franchises granted under the government of his predecessor were for that reason null and void. Governor

Belcher and his sons not known factory to them- new Charter in- ing the old one; reason at all for which would com- the name of Jon- from the list of the the name of John list of the founders,

The vacancy Governor, made Lewis Morris in pied *ad interim* ton, was filled ment in 1747, cher. Governor native of Massa- father, a man of been a member council of that son was gradu- in 1699. Upon visited Europe as fortune, and spent Britain and on the



GOVERNOR JONATHAN BELCHER

was received at the court of Hanover, where he made the acquaintance of Sophia, the ancestress of those electors who became kings of England. On his return to Boston he became a merchant. In 1729, he was appointed the agent in England of the Colony of Massachusetts, and in 1730, Governor of the Colony, an office he retained until 1741. During his administration he was actively interested in Harvard College. He took advantage of the

¹ It is true, as said above, that a friend of the College expressed, in the *New York Gazette*, the belief that the first Charter was "probably invalid." But it can with equal truth be said that a devoted friend of the College expressed the fear that the second Charter might be successfully attacked on legal grounds. This was Samuel Davies. So grave was his fear, "that they would find some flaw in the Charter and so upset it," that it controlled his conduct when in London (*Maclean's History of the College*, Vol. i, p. 233). Mere pri-

ate opinions never determined the validity of a Charter. A Charter actually operative can be adjudged illegal or invalid only by the court having jurisdiction. The first Charter was operative, and the College began its life under its protection. To post-date the beginning of the College two years, for the reason that some private citizens thought or some students still think that the first Charter was "probably invalid," would be unwarrantable.

Council, for rea- to us but satis- selves, granted a stead of amend- but that is no taking a position pel the removal of athan Dickinson Presidents, and Hamilton from the of the College.¹

in the office of the by the death of 1746 and occu- by John Hamil- by the appoint- of Jonathan Bel- Belcher was a chusetts. His large estate, had of the provincial Province. The ated at Harvard his graduation he a gentleman of six years in Great continent. He

opportunities his position gave him to promote what he believed to be its welfare. He was not only an alumnus, but as Governor of the Colony was a member of the Board of Overseers. His influence seems to have been exerted to compose the difficulties between the two ecclesiastical parties which, at that period, were struggling for the control of the institution. He was a man of intellectual sympathies and religious character, and had been cultivated by travel. Such a man, coming to New Jersey as its chief executive, would be disposed to take a deep interest in the prosperity of the new seminary of learning. He would easily be interested in the project of the seven graduates of New England Colleges who were among its sponsors.

Governor Belcher, soon after his arrival in New Jersey, in August 1747, began to think and write about the College. As early as October of that year, having received from President Dickinson a catalogue of the institution, he wrote to the Rev. Mr. Pemberton, then Pastor in New York, expressing the hope that the latter would come to Burlington and "lay something before the Provincial Assembly of New Jersey for the service of our infant College." Especially interesting is the Governor's statement: "I say *our* infant College, because I have determined to adopt it for a child, and to do everything in my power to promote and establish so noble an undertaking." Indeed, he wrote no less than three letters about the College on the same day: that to Mr. Pemberton already quoted; one to Jonathan Dickinson, whose death, unknown to the Governor, had occurred the day before, and one to Mr. William Peartree Smith of New York, in which the phrase "our infant College" is repeated. A week earlier he had written a letter to his friend, Mr. Walley of Boston, in which, speaking of the College, he expressed the opinion that Princeton was the best situation for it, and added: "I believe that the Trustees must have a new and better Charter, which I will give to them." Indeed, until the second Charter was granted on September 13, 1748, no one seems to have shown a greater interest in the institution than the Governor of the Province. The details of the second Charter were the subject of correspondence and of frequent conferences between himself and the original promoters. One important question discussed was the persons to be named as the Board of Trustees, the Board to which the property of the College was to be entrusted and which was to possess plenary power in administration. The interests of religion were cared for by reappointing the clerical Trustees under the first Charter, except Jonathan Dickinson, who had died, and Samuel Finley, and by adding four others. All of the four were members of the Synod of New York, except David Cowell, Pastor of the Church at Trenton. When the division of the Church took place, Mr. Cowell took the side of the Synod of Philadelphia, but he was not a violent partisan. Indeed, he was always a warm friend of Samuel Davies, and did much afterwards to induce Davies to accept the Presidency of the College. Three "Log College" ministers, Gilbert Tennent, William Tennent, Jr., and Samuel Blair, who were Trustees under the first, are named in the second Charter. The new clerical Trustees were all active Pastors.

Governor Belcher desired to associate the institution closely with the State. For eleven years he had been Governor of the Colonies of New Hampshire and Massachusetts. He was always disposed strongly to assert the right of the State to a large place in all great projects having in view the welfare of the people. It was this habit of asserting his dignity and authority as Governor that first led to unfriendly relations between himself and the people of Massachusetts, and finally caused his dismissal, as it was the lavish expenditure of his

private resources in the support of the dignity of his office during his official life in his native Province that seriously reduced his fortune. His correspondence shows his belief in the high value of the services which as Governor he could render to the new College, and it was quite in keeping with his views and previous conduct to propose that not only the Governor of the Province, but several of his Council should be *ex officio* members of the corporation. The last clause of this proposal met with strenuous and successful opposition. Whether the East Jersey and New York Trustees under the first Charter opposed it, it is not possible positively to say. Whatever they may have thought of the gentlemen who composed the Council as at that time constituted, it was probably no part of their original design to give a place to the official element, and they would no doubt have preferred to form no other connection with the State than that which binds every corporation to the government which created it. The strongest opposition to the proposal to give to the State any share in the administration came from the Trustees who represented the Log College, and especially from Governor Belcher's intimate friend, Gilbert Tennent, then the Pastor of the Second Presbyterian Church of Philadelphia. Even the innocent provision that constituted the Governor of the Province *ex officio* President of the Board of Trustees was introduced against the earnest, indeed somewhat indignant, remonstrance of Mr. Tennent. At last a compromise was made. The Governor of the Province was made *ex officio* the President of the Board, and four members of the Council were named as Trustees. But the latter were not named as members of the Council. They were appointed as eminent citizens of the Province; and their names appear in the Charter not as councillors but as individuals.

It is to the Governor's interest in the College that we must attribute the appointment as incorporators of three eminent civilians of Philadelphia. The three laymen in the Board under the first Charter were residents of New York. These were retained, but Philadelphia was given an equal number. They were the Hon. John Kinsey, formerly Attorney-General and at this time Chief-Justice of Pennsylvania; the Hon. Edward Shippen, Judge of the Court of Common Pleas; and Mr. Samuel Hazard, an eminent private citizen. "In the preparation of the Charter," says Dr. Maclean, "Governor Belcher sought Chief-Justice Kinsey's advice, and placed it in his hands for revision before submitting it to the Attorney-General of New Jersey for his approval." In making these appointments Governor Belcher sought for the College not only the interest of the city of Philadelphia, but the interest also of its largest religious communion. Both Chief-Justice Kinsey and Judge Shippen were members of the Society of Friends.

The Charter which names these Trustees recites, as the occasion of its grant, a petition presented by sundry of the subjects of the King, expressing their earnest desire that a College may be erected in the Province of New Jersey, for the benefit of the said Province and others, "wherein youth may be instructed in the learned languages and in the liberal arts and sciences," and that these petitioners have expressed their earnest desire that those of every religious denomination may have free and equal liberty and advantages of education in the said College, any different sentiments in religion notwithstanding. In the name of the King, therefore, it is granted that there be a College erected to be distinguished by the name of the College of New Jersey. The Trustees are constituted a body politic, and after the provision is made that the Governor and Commander-in-Chief of the Province of New Jersey, for the time being, shall be Trustee, the original corporators are named. The Charter was

read in council on the 13th of September, having previously been examined by the Attorney-General, and issued on the next day, the 14th of September, 1748.

Including the Governor, there were twenty-three Trustees. Of these, twelve were ministers of the Gospel, all of whom were liberally educated. Six of them were graduates of Yale, three were graduates of Harvard, and three received their training under the elder Tennent at the Log College. Of the lay Trustees, Jonathan Belcher was graduated at Harvard, and William Smith, William Peartree Smith and Peter Livingston at Yale. The four members belonging to the Council of the Province of New Jersey were John Reading, James Hude, Andrew Johnston and Thomas Leonard. Andrew Johnston was elected Treasurer. Three lay Trustees were from New York and three were from Pennsylvania. Two of the Trustees belonged to the Society of Friends and one was an Episcopalian. The Governor was born of Puritan parents; in his younger manhood he was devout and active as a Puritan; later still he was thoroughly in sympathy with Whitefield and the Tennents, and in the last years of his life he was a member of the Presbyterian Church of Elizabethtown. The remaining Trustees, whether laymen or ministers, were connected with the Presbyterian Church. The names of two that appear in the first Charter do not appear in the second: the Rev. Jonathan Dickinson, who had died, and the Rev. Samuel Finley. Why the latter was not reappointed is not known. It is not necessary to suppose that a clergyman, who was afterward elected President of the College, was at this time *persona non grata* to the Governor, the Council, his former colleagues or the new Trustees. It is more than probable that, not being strong, already burdened by the cares of both a parish and an academy in Maryland, and living at a long distance from the College, he felt himself unable to endure the fatigues of travel over poor roads to the necessarily frequent meetings of the Board.

Few boards of trust, having in view the purposes for which they were created, have been more wisely organized. In their several spheres, its members were all men of standing. Many of them had already shown more than ordinary ability, and some of them were eminent. In the persons of the Trustees three of the middle Colonies, their two chief cities, three religious communions, commerce, the liberal professions, and the royal government of the Province in which the College had its home, were represented, and all who had a share in its administration were united in the earnest purpose to make it worthy of its franchises.

The Charter of 1748, is to-day the Charter of Princeton University. It has been amended in but a few and these not important particulars. Grateful for his grant of the Charter, the Trustees in 1755, addressed Governor Belcher as not only the patron and benefactor of the College, but its "founder." As has been shown, he was deeply solicitous for its welfare, and as Governor, citizen and Christian, rendered to it great and conspicuous services. But the title "founder" applied to him exclusively is not deserved, and in itself is not happy. It is certainly unmerited, if it is to be interpreted as excluding either his predecessor, John Hamilton, or President Jonathan Dickinson, from sharing equally with him the honor due to those who laid the foundations of the University. After all, to speak of the "founder" of a University is to employ a metaphor. And it is not by a figure taken from among forms which have no life, even though it be a noble and spacious building, that the character and career of a University can be best exhibited. To obtain an adequate symbol we must rise into the realm of life. It is scarcely figurative to say, that a University is not a mechanism, not even an artistic achievement, but an organism. And this is true of Princeton. A living seed, whose high descent we can trace through Yale and Harvard, through the Log College and

Edinburgh, through Cambridge, Oxford and Paris, back to Alcuin and the school of Egbert at York, was planted at Princeton, wisely and with prayer. We shall better state the facts and shall more nearly credit each benefactor with the service he rendered, if we refuse to say: "These men or this man founded it;" and shall say instead: "Men planted it, men watered it, men cherished and nourished it, and men threw about it the safeguards of the common and the statute law. All the while it grew because of the living and energizing idea which informed it. For the same reason it yielded seed after its kind and became a mother of Colleges. And year by year its leaves and fruit, as they still are, were for the healing and the vigor of the nation."

CHAPTER IV

THE OPENING OF THE COLLEGE. THE ADMINISTRATIONS OF JONATHAN DICKINSON,
AARON BURR AND JONATHAN EDWARDS

THE first Charter having been granted, the Trustees took measures for the opening of the College. In their announcement, made on the 13th of February, 1747, they promised that it should be open to the public in May. Neither its presiding officer nor the place where instruction would be given was named. But on the 27th of April they were able to say: "The Trustees of the College of New Jersey have appointed the Rev. Jonathan Dickinson, President of said College, which will be opened in the fourth week of May next, at Elizabethtown, at which time and place all persons suitably qualified may be admitted to an academic education."¹ No records remain from which can be ascertained the number of students during this first session. In 1748, however, six students were granted the degree of bachelor. "It is morally certain," says Dr. Maclean, "that some, if not all of them, had been in training under the supervision and instruction of President Dickinson." One was Richard Stockton, afterwards a signer of the Declaration of Independence. Mr. Dickinson's work as President was very brief. It began in the fourth week of May 1747. He died before the first week of the following October had closed. The man to whom, as much as to any single person, the College was indebted for its existence, for the high ideas which informed it, and for the cordial co-operation of the Church and State in its establishment, was permitted only to launch it upon its career. We possess no account of the curriculum to which we can appeal in justification of the degree granted to these first graduates. Their title rests solely upon the fact that they had pursued with credit a course which Jonathan Dickinson and Aaron Burr esteemed adequate for the first degree in the liberal arts. President Dickinson was their principal instructor. He had the assistance of the Rev. Caleb Smith, a graduate of Yale, the Pastor at Newark Mountains, and later one of the most useful Trustees of the College.

Mr. Dickinson died October 7, 1747, and the following notice of his death and burial appeared on the twelfth of the same month. Dr. Hatfield, the historian of Elizabeth, supposes it to have been written by the Rev. Ebenezer Pemberton, of New York, one of his associate founders: "On Wednesday morning last, about four o'clock, died here,

¹ "At the time specified the first term of the College of New Jersey was opened at Mr. Dickinson's house, on the south side of the old Rahway road, directly west of Race Street." — Hatfield's *History of Elizabeth*, p. 350.

of a pleuritic illness, the eminently learned and pious minister of the Gospel and President of the College of New Jersey, the Rev. Mr. Jonathan Dickinson, in the sixtieth year of his age, who had been Pastor of the First Presbyterian Church in this town for nearly forty years, and was the Glory and Joy of it. In him conspicuously appeared those natural and acquired moral and spiritual endowments which constitute a truly excellent and valuable man, a good Scholar, an eminent Divine, and a serious devout Christian. He was greatly adorned with the gifts and graces of the Heavenly Master, in the Light whereof he ap-
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JONATHAN DICKINSON

eral sermon; as he lived desired of all, so never any Person in these parts died more lamented. Our Fathers, where are they? and the Prophets, do they live forever?"

Mr. Dickinson was fifty-eight years of age when he was elected President of the College. He was the most eminent minister of the Presbyterian Church. Born in Massachusetts in 1688, and graduated at Yale in 1706, he was not twenty-one when he became the minister of the Church of Elizabethtown. "It was a weighty charge to be laid on such youthful shoulders. And yet not too weighty, as the sequel proved. Quietly and diligently he applied himself to his work, and his profiting presently appeared to all. It was not long before he took rank among the first in his profession."¹ He united with the Presbytery in 1716, and his church followed their Pastor the next year. As a member of

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¹ Hatfield's *Elizabeth*, p. 329.

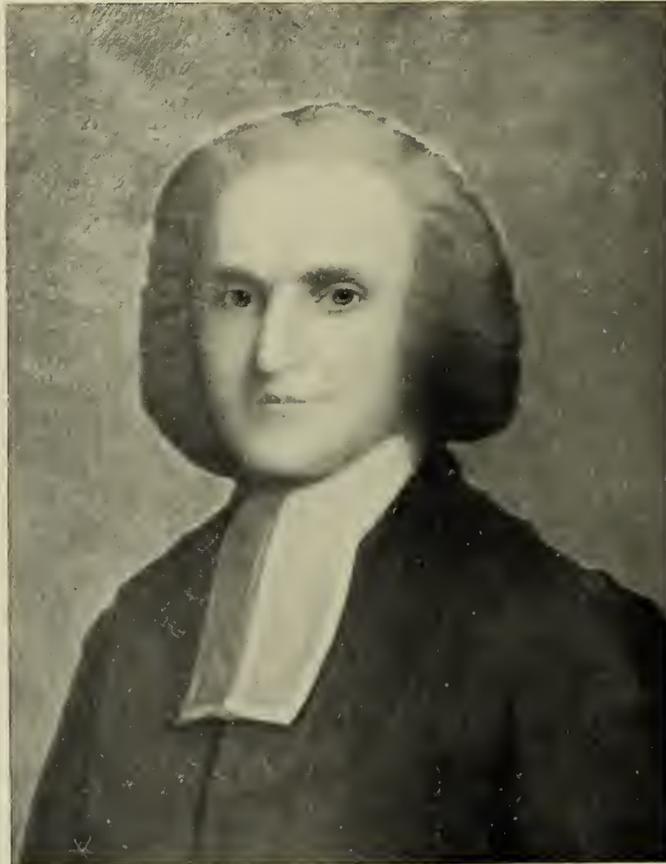
the judicatories of the Presbyterian Church, he labored to unite its discordant elements, and was the chief author of the Adopting Act of 1729, the Synodical act which made a national church of that communion possible, and which is substantially its doctrinal basis to-day. As a Pastor he was not only faithful and efficient in caring for the moral and spiritual life of his people, but helpful every way. He read medicine and practised it; he was an adviser in legal difficulties, and greatly aided his parishioners in their strife before the courts for their homes when their titles were attacked by the East Jersey proprietors. He published treatises in Theology, Apologetics and Church Government. His sermons were regarded by his contemporaries as among the ablest preached in the Colonies; and his name was often associated with that of the elder Edwards when the great theologians of the Colonies were named. He was deeply interested in religious work, and united with Mr. Pemberton of New York and Mr. Burr of Newark in promoting a mission to the red Indians. Long before 1746, he felt the necessity of a College nearer New Jersey than Harvard or Yale; and he did all in his power to supply the want, by correspondence, by conference, by agitation in the Synod, and by opening a classical and theological school in his own house. He was a man of devout religious character, and earnest evangelical spirit. Though without sympathy with many of the measures employed by Whitefield, he was on Whitefield's side, encouraged and defended him, and invited him into his pulpit. He was a man of fine manly presence, and serious but affable in his intercourse. It would be difficult to name another American clergyman of his day more widely and variously active or whose activity was more uniformly wise and beneficent. This was due, as far as it could be due to any single quality, to a largeness of vision which enabled him to see both sides in a controversy and most of the factors in a practical problem. So far as his inner life has been revealed he seems to have been controlled by principle and impelled to action by high purposes. He was a man of calm temperament; and his gifts and attainments were made to yield the very best results to a resolute will. Yale may well be proud of him as an alumnus, and Princeton may well cherish the memory of the first as that of one of the greatest of her Presidents.

Immediately upon the death of Dickinson, the care of the College was entrusted to the Rev. Aaron Burr. The students were taken from Elizabethtown to Newark. It was fortunate that Burr was so near at hand. It is probable that the academy at Newark was still open. But whether it was or not, his conduct of that institution made it comparatively easy for him to take charge of the College. Its work went on without interruption; but no student was graduated until the second Charter had been granted. To Burr belongs the honor of the organization of the curriculum of the College, its ceremonies and its discipline. How deeply impressed he was by the dignity of a College appears clearly in the account of the first Commencement¹ held on the 9th of November 1748, and of the inaugural address he then delivered. The State was represented by the Governor and Commander-in-Chief of the Province. The Trustees under the new Charter subscribed the oaths and declarations which the Charter required, and elected Burr as President. This action was followed by the exercises of the Commencement. The procession

¹ The reporter of this Commencement was one of the Trustees, William Smith, who was a corporator under both Charters. He was not only a graduate of Yale College, but his interest in the acts of the new institution, whose first Commencement he has narrated, was due to the fact that he held the position of Tutor in his *alma mater* for five years. He was one of the most prominent lawyers in the Province

of New York, a man of great influence in Colonial politics, earnestly desirous of a union among the Colonies, and a member of the Congress held at Albany to secure a union between them. Upon his death the *New York Gazette* described him as a gentleman of great erudition, the most eloquent speaker in the Province and a zealous and inflexible friend to the cause of religion and liberty.

formed at the lodgings of the Governor, and moved to the place appointed for the public acts. The Charter was read before the audience, who stood to hear it. In the afternoon, the President of the College delivered a Latin oration on the value of liberal learning to the individual, to the Church and to the State. He unfolded the benefits conferred by the Universities on Great Britain, and congratulated his countrymen that as soon as the English planters of America had formed a civil state they wisely laid religion and learning at the foundation of their commonwealth; and always regarded them as the firmest pillars of the government. He referred with gratitude to the growing reputation of Harvard College in New Cambridge, and Yale College in New Haven, which had sent forth many hundreds of learned men of various stations and characters in life who had proved the honor and ornament of their country. Most of the present, said Mr. Burr, looked to the one or the other of these Colleges as their *alma mater*. They had now in their movement begun to move down upon the Province of New Jersey. They were fortunate in having as their generous patron the excellent Governor, well knowing the importance of a learned education, and being justly sensible of the importance of a liberal education, and that in nothing else could more subserve to the honor and interest of His Majesty's government and the real good of his subjects in New Jersey, than by granting them



AARON BURR

the best means to render themselves a religious, wise and knowing people, had upon his happy accession to his government, made the erection of a College in this Province for the instruction of youth in the liberal arts and sciences the immediate object of his attention and care. He spoke with gratitude of His Excellency's friendship shown in the ample privileges granted in His Majesty's Royal Charter of the College; privileges, said Mr. Burr, the most ample possible consistent with the natural and religious rights of mankind. He spoke in a tone, not only of congratulation but of triumph, of the provision of the Charter which grants free and equal liberty and advantages of education in the College, any different sentiments in religion notwithstanding, asserting that in this provision they saw the axe laid to the root of that anti-Christian bigotry which had in every age been the parent of persecution and the plague of mankind, and that by the tenor of the Charter such bigotry could assume no place in the College

of New Jersey. The disputations of the students followed. These were carried on in Latin. Six questions in Philosophy and Theology were debated. The reporter of the commencement names only one: "*An libertas agendi secundum dictamina conscientiæ, in rebus meré religiosis, ab ulla potestate humana coerceri debeat?*" Upon the conclusion of the disputations, the President presented the candidates to the Trustees, asking whether it was their pleasure that they should be admitted to the degree of Bachelor of the Arts; and the degrees were bestowed. The degree of Master, *honoris causa*, was accepted by the Governor. An oration of welcome was then pronounced in Latin by Mr. Daniel Thane, one of the new bachelors. Like the discourse of the President, it was a eulogy of the liberal arts, in view of the benefits they yielded to mankind in private and in social life, and was concluded by an expression of the gratitude of the bachelors to His Excellency the Governor, the Trustees and the President of the College. After the public exercises the Trustees met, adopted the College seal, and enacted laws for the regulation of the students. "Thus," concludes the reporter, "the first appearance of a College in New Jersey, having given universal satisfaction, even the unlearned being pleased with the external solemnity and decorum which they saw, it is hoped that this infant College will meet with due encouragement from all public-spirited generous minds; and that the lovers of mankind will wish it prosperity and contribute to its support." Princeton University may well congratulate itself on the first public appearance of the College in its annual ceremony, on the stately and decorous observances and the large-mindedness of the President's inaugural discourse.

The College laws passed by the Trustees on the same day show the standard of admission to have been for the time a high one. No one could be admitted to the College who was not able to render Virgil and Cicero's orations into English, translate English into true and grammatical Latin, translate the Gospels into Latin or English, and give the grammatical construction of the words. The curriculum of the College was in harmony with its standard of admission. The Latin and Greek Languages and Mathematics were studied throughout the entire course. Physical Science was represented by Natural Philosophy and Astronomy. Logic was studied with text-book, and its practice was secured by discussions. Rhetoric was taught in the same way; and essays and declamations were required. Mental and moral Philosophy were prominent studies of the higher classes.

The loss of the minutes of the Faculty makes it impossible to present in detail the curriculum and the methods of instruction. But we are fortunate in possessing letters of Joseph Shippen of Philadelphia, the son of Judge Edward Shippen, a Trustee of the College, which give us a vivid picture of the life of a student. In 1750, he was a member of the Freshman Class. In a letter to his father, written in French, he says: "But I must give you an account of my studies at the present time. At seven in the morning we recite to the President lessons in the works of Xenophon in Greek and Watts' Ontology. The rest of the morning, until dinner-time, we study Cicero *De oratore* and the Hebrew grammar, and recite our lessons to Mr. Sherman, the College Tutor. The remaining part of the day we spend in the study of Xenophon and Ontology, to recite the next morning. And besides these things, we dispute once every week after the syllogistic method; and now and then we learn Geography." Two months later he requests his father to send him "Tully's Orations, which," he adds, "I shall have occasion to use immediately." In a letter of May 12, 1750, he says: "I believe I shall not want any more books till I come to Philadelphia, when I can bring them with me; which will be Gordon's Geographical Grammar and (it may be) Watts' Astronomy and a book or two of Logic. We have to-day a lesson on the Globes. As I have but little

time, but what I must employ in my studies, I can't enlarge, otherwise I would give you some account of our College, as to the constitution, method and customs, but must leave that till I see you." On the 1st of June, he writes, "I shall learn Horace in a little while; . . . but my time is filled up in studying Virgil, Greek Testament and Rhetoric, so that I have no time hardly to look over any French, or Algebra, or any English book for my improvement. However, I shall accomplish it soon. . . . The President tells our class that we must go into Logic this week, and I shall have occasion for Watts' book of Logic."

The letters of young Shippen show clearly the studies of the Freshman Class. Watts' Astronomy is, in all probability, the volume entitled, "The Knowledge of the Heavens and the Earth Made Easy; or, The First Principles of Geography and Astronomy Explained," an octavo published first in 1726, the sixth edition of which appeared in 1760. Its author was Isaac Watts, whose "Imitations of the Psalms" was already beginning to displace the version of Rouse in the Presbyterian churches. He was the author also of the book of Logic which Shippen studied; and of this book Dr. Johnson has said: "It has been received into the Universities, and therefore wants no private recommendation. If he owes part of it to Le Clerc, it must be considered that no man, who undertakes merely to methodize or illustrate a system, pretends to be its author." The text-book which in the correspondence is called Watts' Ontology is the same author's "Essay on the Improvement of the Mind; or, Supplement to the Art of Logic." It had a wide circulation and a long life. It appeared first in 1741, as a single octavo volume, and when Shippen studied it at Princeton, was in its third edition. As early as 1762, it was translated into the French, and published at Lausanne. Dr. Johnson not only acknowledges his own indebtedness to it, but adds, "Whoever has the care of instructing others may be charged with deficiency in his duty if this book is not commended." Isaac Watts was not a University man. The Independents of England, in his day, had to rely for their education on private academies. Few men of his age, however, had their powers so well in hand as he had his, and few men have employed their powers more usefully. His literary product is enormous in its bulk and wide in its range. His sympathy with youth made him an admirable composer of text-books. While England during the eighteenth century produced many writers of far greater attainments and endowments, it is questionable whether it produced any other so immediately and widely useful.

The Sophomore Class studied Rhetoric, Mathematics, Natural Philosophy and Astronomy, and continued their classical reading. Astronomy was studied with the aid of a text-book and the Orrery constructed by David Rittenhouse. The text-book in Natural Philosophy was a work in two volumes. Its author was Benjamin Martin, a learned optician, who appears to have been as prolific a writer as Isaac Watts, and whose works, in their day, were highly esteemed. No less than thirty-one of his works were published. His Natural Philosophy was entitled, "Philosophia Britannica, a New and Comprehensive System of the Newtonian Philosophy, Astronomy and Geography, with Notes." He conducted a School, made optical instruments, invented a reflecting microscope, and enjoyed a high reputation as a maker of spectacles. He wrote on Natural Philosophy, on Electricity, on the Construction of Globes and on the Elements of Optics.

The study of the classics was continued until graduation. The Seniors had a special course in Ethics, using as a text-book Henry Groves' "System of Moral Philosophy," in two volumes. As early as the administration of President Burr, more time than was customary in Colleges was

devoted to the study of Mathematics and Natural Science. Optional studies were pursued in these branches. In 1752, Shippen writes as follows: "The President has been instructing two or three of us in the calculation of eclipses." He also speaks of his studying, outside of the necessary exercises of the College, the theory of Navigation.

While President Burr was organizing the curriculum, the Trustees were conferring and corresponding about the permanent location of the College. Newark was too near to New York City to satisfy the Trustees residing in Pennsylvania. It was important, if the College was to retain the support of the communities represented in the Board of Trustees, that a place should be selected which would be reasonably convenient to both Eastern Pennsylvania and New York. Proposals were made to two of the central towns of New Jersey. The Trustees were fully aware of the pecuniary and social value of the College to any town in which it should be placed, and they were determined not to plant it among any people who were unwilling to compensate the institution for its presence. In September 1750, they voted "that a proposal be made to the towns of Brunswick and Princeton to try what sum of money they could raise for the Building of the College by the next meeting, that the Trustees may be better able to judge in which of these places to fix the place of the College." In the following May, the Trustees selected New Brunswick — "provided, the citizens of the place secure to the College a thousand pounds in proclamation money, ten acres for a College campus, and two hundred acres of woodland not farther than three miles from the town." Meanwhile the citizens of Princeton were active and anxious. They were ready with a proposition as to land for the building, and with promises of a subscription for its erection. The Treasurer and another member of the Board were directed to view the land at Princeton, and also that promised by the inhabitants of New Brunswick, and to report to the Trustees in the following September. By September the views of the Trustees concerning the respective advantages of the two towns had somewhat changed; and from this time until September 1752, when it was voted that the College be fixed at Princeton, the latter place steadily increased in favor.

Princeton was almost on the line between the Eastern and Western divisions of New Jersey. Indeed, it lies between the lines made by the two surveyors, Keith and Lawrence. It is almost midway between New York and Philadelphia, and its one street was a part of the great thoroughfare between them. It stands upon the first high land west and north of the ocean; and this high land, though but a little more than two hundred feet above the level of the sea, is the first of the foothills of the Appalachian mountains. A settlement had been made as early certainly as 1696. Four of the seven families of settlers belonged to the Society of Friends. They came from other parts of New Jersey. The three remaining families came from New England. These families, the Clarks, the Oldens, the Worths, the Horners, the Stocktons, the Fitzrandolphs and the Leonards "constituted the strength and sinew of the community, not only at the beginning, but long afterwards." A few miles east of Princeton stands the village of Kingston. It is thought that Kingston derived its name from the fact that it stood upon the road called the King's Highway between New Brunswick on the Raritan, and Trenton on the Delaware. If not settled before Princeton, it received its name earlier; and its designation suggested the name of the town in which the College was placed. It is not unlikely that it was called after William the Third of England by his title of Prince, and that the name of the College building, Nassau Hall, was suggested to Governor Belcher by the name of the town in which it stood. The conditions insisted on by the Trustees were all met by the people of Princeton. Mr. Sergeant, the Treasurer, had already viewed the ten acres of cleared land on

which the College was to stand, and the two hundred acres of woodland. Final action was taken by the Board in September 1752. The terms of payment of the one thousand pounds proclamation money are set forth in the vote of that date. The Trustees demanded that a deed of the land be executed by a certain date, or the privilege of having the College established at that place would be forfeited. Four and a half acres of ground were deeded to the College by Nathaniel Fitzrandolph, and the date of the execution of this deed may be regarded as the date of the College's location in the town where it now stands.

It was determined to proceed at once with the erection of two buildings, a College hall and a house for the President. It was voted that the College hall be built of brick, if good brick could be made at Princeton. Fortunately, at a subsequent meeting, the vote was rescinded, and stone was selected. The President's house, which was to have been built of wood, was



PRINCETON COLLEGE IN 1760

built of brick. The exact site of the College on the land was selected by Samuel Hazard, and the plan in general was indicated by Dr. Shippen. Each of them acted in association with Mr. Robert Smith, the architect of the building. The ground was broken in July 1754. Soon afterwards the cornerstone was laid at the northwest corner of the cellar. The building was completed in 1757. It was one hundred and seventy feet long and fifty-four feet wide. At the centre it projected toward the front four feet, and toward the rear twelve feet. What is now the cellar was then the basement. It had, as now, three stories, and was surmounted by a cupola. Twice since its erection, in 1802 and 1855, the interior of the building has been destroyed by fire; but the honest workmanship of the first builders has enabled it to survive both desolations. Dr. Finley thus describes it: "It will accommodate about one hundred and forty-seven students, computing three to a chamber. These are twenty feet square, leaving two large closets with a window in each for retirement. It has also an elegant hall of gentle workmanship, being a square of near forty feet, with a neatly finished front gallery. Here is

a small, though exceedingly good organ, which was obtained by a voluntary subscription, opposite to which and of the same height is erected a stage for the use of the students and their public exhibitions. It is also ornamented on one side with a portrait of his late Majesty at full length, and on the other with a like picture (and above it the family arms neatly carved and gilt) of His Excellency Governor Belcher. The Library, which is on the second floor, is a spacious room; furnished, at present, with twelve hundred volumes, all of which have been gifts of the patrons and friends of the institution both in Europe and America. There is on the lower story a commodious dining hall, together with a large kitchen, steward's apartments, etc. The whole structure, which is of durable stone, having a neat cupola on its top, makes a handsome appearance and is esteemed to be the most convenient plan for the purposes of a College of any in North America."



FIRST PRESIDENT'S HOUSE (NOW DEAN'S RESIDENCE)

Governor Belcher was not content simply to enjoy the position of the College's official patron. He gave to its interests his time. He commended it to his friends, encouraged the Trustees in every way, and was one of its largest benefactors. It was appropriate that the Trustees should, as they did, propose to name the new building after him. This honor the Governor declined, and requested the Trustees to call the building Nassau Hall, as "the name which expresses the honor we render in this remote part of the globe to the immortal memory of the glorious King, William the Third, who was a branch of the illustrious House of Nassau." The Trustees recorded his letter, and ordered that "the said edifice be in all time to come, called and known by the name of Nassau Hall." The College was removed to Princeton in the autumn of 1756. "In that year," says Mr. Randolph, in his memoranda, "Aaron Burr, President, preached the first sermon and began the first school in Princeton College." The College opened with seventy students.

The erection of this building required a large addition to the funds of the College. The friends of the institution in the Colonies, unable to meet the whole expense, sent to the mother country a commission to ask contributions. The Governor wrote in behalf of the commission to his British friends. Two clergymen were found who were willing to act as the solicitors. These were the Rev. Samuel Davies, of Virginia, and the Rev. Gilbert Tennent, of Philadelphia. It was necessary to their success that they secure the sanction of the Synod of New York. The commendation of the Synod was addressed to the General Assembly of the Church of Scotland. It stated the importance of the College to the congregations under the care of the Synod. It set forth the services which the College had already rendered in supplying educated and accomplished ministers for these churches. It certified that Mr. Tennent and Mr. Davies were appointed by both the Trustees and the Synod, and recommended them and their mission to the acceptance of the Church of Scotland. Davies and Tennent were well received by the Independent and the Presbyterian ministers of England. The Scottish General Assembly heard their petition favorably and even with enthusiasm, and appointed a committee to draw up an act of recommendation for a collection in the churches. This was the more gratifying because the Synod of Philadelphia or several of its members had endeavored by correspondence to put stumbling blocks in the way of their success, no doubt because of their desire to promote the interests of that Synod's College. Tennent visited his native Ireland, and successfully brought the subject to the attention of the Synod of Ulster. "The mission of these gentlemen," says Dr. Maclean, "was successful beyond all expectation, and they obtained an amount of funds which enabled the Trustees to proceed without further delay in the erection of their proposed College hall, and also of a house for the residence of the President and family."¹ Tennent and Davies received in London about twelve hundred pounds sterling; and from the west of England and from Ireland Tennent obtained five hundred pounds. Davies collected in the provinces about four hundred pounds. In addition to this, about three hundred pounds were contributed for funds for candidates for the ministry, and collections for the College were made in the churches in Scotland and Ireland by order of the General Assembly of the Church of Scotland and of the Synod of Ulster.

The College had now been in existence for eleven years. It had a permanent home in a favorable location, and was the possessor of the finest College hall in the country. Effective measures had been taken to heal the schism in the Presbyterian Church. The reunion of the two Synods, which brought to the aid of the College and to its patronage a far larger number of friends than up to this time it had possessed, took place in 1758. But before the reunion two of its most important friends passed away. Governor Jonathan Belcher² died on Wednesday, the 31st of August. In less than a month his death was followed by

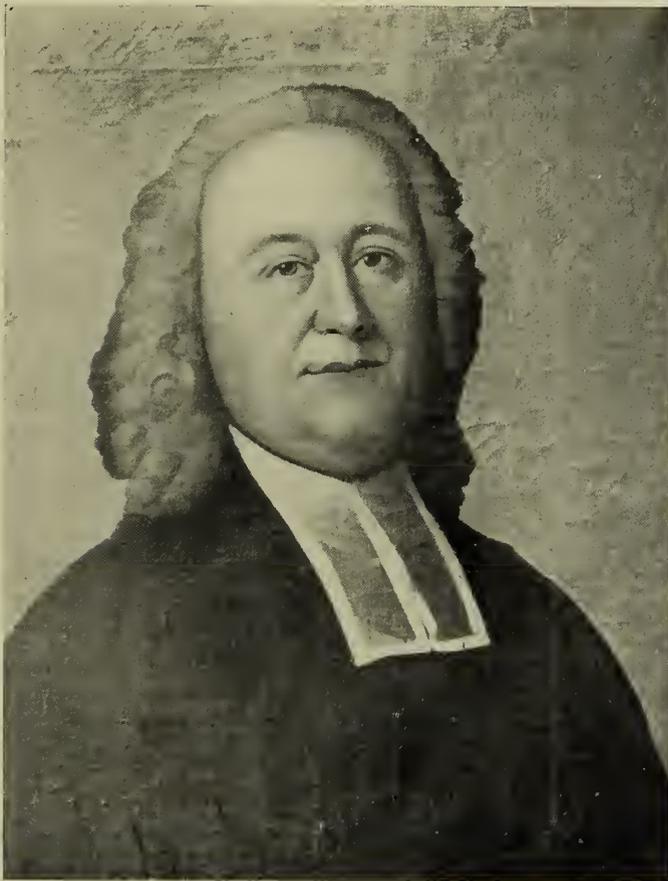
¹ *History of the College*, Vol. i, p. 152.

² The administration of Governor Belcher, in New Jersey, was wise and able and of great advantage to the Province, as well as to the College. Samuel Smith, the historian and a contemporary, contrasts his career as Governor of Massachusetts with his career as Governor of New Jersey. In Massachusetts he "carried a high hand in the administration, disgusted men of influence, and at one time, putting a negative on several counsellors, occasioned so many voices to unite in their applications against him that he was removed from his government." When he was appointed Governor of New Jersey, "he was advanced in

age, yet lively, diligent in his station and circumspect in his conduct, religious, generous and affable. He affected splendor, at least equal to his rank and fortune, but was a man of worth and honor. And though in his last years under great debility of body from a stroke of palsy, he bore up with firmness and resignation and went through the business of the government, in the most difficult part of the late war, with unremitting zeal in the duties of his office." No act of his administration, however, gave him greater satisfaction than his grant of the Charter of 1748 to the College. From the day of its grant to his death, he was among its most active, influential and generous benefactors.

that of President Aaron Burr. Governor Belcher's death was not unexpected. He was almost seventy-six years old, and for several years he had been a paralytic. But President Burr was only forty-one; and it had been hoped that the College, whose curriculum and discipline he had so wisely organized, would have the benefit of his wisdom for many years to come. Born in 1716, he was graduated at Yale in 1735, and was ordained at Newark in 1738. For nine years he was the Pastor of the Presbyterian Church in that place, and conducted also a large Latin school. In 1747, on the death of Dickinson, he took charge of the College, and was re-elected President under the new Charter. The Rev. Caleb Smith delivered, by appointment of the Trustees, a discourse commemorative of President Burr, in which he

is presented as a peace-loving, studious and industrious man, of quick and large intelligence, and showing great wisdom and sagacity in the government and administration of the College; devout and earnest as a Christian; and as a preacher, "he shone," says Mr. Smith, "like a star in the firmament." The following extract from the memorial discourse goes far to explain the wide popularity he enjoyed and his conspicuous success as President of the College; devoted to the cause of liberty, both civil and religious, and on every suitable occasion he espoused this noble cause against tyranny in the State, so he decried the Church, and all those anti-Christian methods which have been used by most of the vailing parties, to enslave the dissenting brethren. He was very far from indulging a party spirit and hated bigotry in all its odious



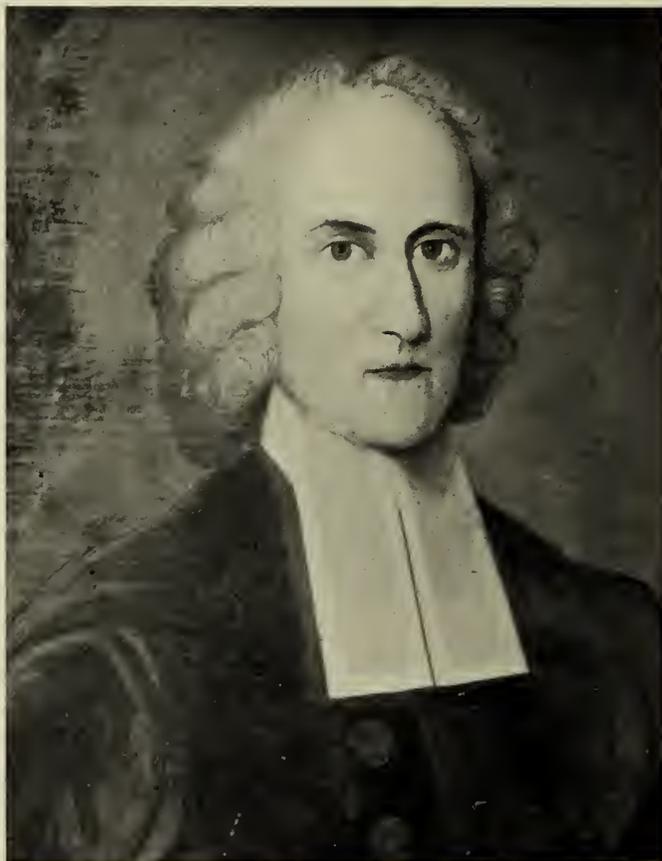
GILBERT TENNENT

shapes. His arms were open to a good man of any denomination, however he might in principle differ or in practice disagree, as to what he himself, in the lesser matters of religion, judged to be preferable. He was no man for contention, and at a wide remove from a wrangling disputant; these bitter ingredients came not into the composition of his amiable character. His moderation was well known to all men that knew anything of him. A sweetness of temper, obliging courtesy and mildness of behavior, added to an engaging candor of sentiment, spread a glory over his reputation, endeared his person to all his acquaintances, recommended his ministry and whole profession to mankind in general, and greatly contributed to his extensive usefulness."

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Four days after the death of Burr the Commencement of 1757 took place. It was the first Commencement at Princeton. The graduating class numbered twenty-two. Without any delay a successor was chosen. Seventeen out of the twenty Trustees present at the meeting voted for the father-in-law of Burr, the Rev. Jonathan Edwards, of Stockbridge, Massachusetts. It required no little pressure to induce Mr. Edwards to leave Stockbridge and his work among the Indians. It was the more difficult because his life there gave him the time and the se-

for study and quote the lan- tees, "he came ed requests." An council, in De- leased him from Stockbridge. He and was qualified the 16th of Feb- week later he was smallpox and ty-second of preached before did little teach- that "he did ident, unless it some questions in Senior Class, to fore him; each portunity to study thought proper they came to- them, they found tainment and cially by the light Mr. Edwards



JONATHAN EDWARDS

what he said upon the questions, when they had delivered what they had to say they spoke of it with the greatest satisfaction and wonder."¹ We can easily understand how great a blow the death of this great man, almost immediately after his accession to the Presidency, must have been to the College. But the fact that he had accepted the Presidency position gave celebrity to the College, and, though he was not permitted to labor for it, the College has always derived great advantage from his illustrious name. "Probably no man," says Dr. Maclean, "ever connected with this institution has contributed so much to its reputation both at home and abroad."

clusion needed composition. To guage of the Trus- only after repeat- ecclesiastical cember 1757, re- his labors at reached Princeton as President on ruary, 1758. One inoculated for the died on the twen- March. He the College, but ing. We are told nothing as Pres- was to give out Divinity to the be answered be- one having op- and write what he upon them. When gether to answer so much enter- profit by it, espe- and instruction communicated in

¹ Edwards' *Works*, Biographical Introduction.

CHAPTER V

THE ADMINISTRATIONS OF SAMUEL DAVIES AND SAMUEL FINLEY

LESS than a month after the death of President Edwards, the Trustees met for the election of his successor. They turned to a graduate of the elder College that had now given them three Presidents, and invited the Rev. James Lockwood, of Wethersfield, Connecticut, to take the vacant place. Dr. Ashbel Green speaks of him as a man of great worth and high reputation. He declined the election as later he declined the election to the Presidency of Yale College, after the resignation of Rector Clap. Up to this time the prevailing influence had been that of the New England Presbyterians of East Jersey. The first three Presidents were graduates of Yale; and when the fourth election was held, another Yale graduate was chosen. The statement of Mr. Davies, however, that himself and another gentleman divided with Mr. Lockwood the votes of the Trustees would seem to indicate that what may be called the New England element had to face formidable rivals in the Board. It is not probable that the Board was divided into parties; but it is not difficult to believe that the Trustees from East Jersey, who owed so much to the two Colleges of New England and who were in sympathy with their methods and aims, held that the College must for some time to come obtain its chief executive officer from among the graduates of Yale and Harvard. Two or three considerations, however, after Mr. Lockwood's declinature led a large majority of the Board to look elsewhere. The now disbanded Log College, whose friends had united with the College of New Jersey in the support of the latter institution, had as yet been given no representative in the executive office; the patronage of the College was more and more found in the Middle and Southern Colonies; and the Presbyterian Church was developing rapidly a distinctive and influential ecclesiastical life. Meanwhile, two Presbyterian ministers, one of whom was graduated at the school of a son of the Log College, and the other probably a graduate of the Log College itself, had discovered gifts which seemed to their friends to fit them for the presidential office. Both were prominent ministers of the Church. One was eminent as a sacred orator, the other as a classical scholar and teacher. One of them lived in Virginia and the other in Maryland, two Colonies to which the College was looking for students. When Mr. Lockwood declined, the Board's attention was fixed exclusively upon these two men, the Rev. Samuel Davies and the Rev. Samuel Finley. The choice fell upon Mr. Davies. He was chosen at a meeting held the 16th of August, 1758. At first, he declined absolutely, partly because of the unwillingness of the Virginia Presbyterians to give him up to the College, and partly because he believed that Mr. Finley would make the better President. But opposition to Finley developed in the Board, and a way was found for the release of Davies from his Virginia parish. A meeting of the Trustees was held in May 1759, when he was again elected. He began his administration on the twenty-sixth of the following July.

The new President was the most eloquent preacher in his communion. One of the historians of the Presbyterian Church,¹ does not hesitate to call him "next to Whitefield, the most eloquent preacher of his age." His Celtic blood endowed him with the gifts of

¹ Dr. Gillett.

vivid emotion and fervid speech. He had passed through a religious experience as violent in its phases as that of Bunyan or Whitefield. The classical and theological education he had received at the school of Samuel Blair had disciplined his powers without diminishing his enthusiasm. He was in full sympathy with the theology of the evangelical revival, and ardently adopted the measures by which the revival was promoted. In Virginia, where the Church of England was established, and where it was necessary for ministers not connected with the establishment to procure from the General Court licenses to hold religious services, Davies was fortunate enough to obtain one. He was settled at Hanover as the Pastor of the church, but his eloquence was heard in the neighboring counties by delighted congregations. "The different congregations or assemblies to which he ministered were scattered over a large district of country, not less than sixty miles in length, and the licensed places for preaching, of which there were seven, were, the nearest, twelve or fifteen miles apart."¹ In addition to his work as Pastor and preacher, he was the most prominent citizen of his Colony in maintaining and defending the rights secured to the Nonconformists by the Act of Toleration. His addresses and correspondence show that the cause of religious liberty in Virginia could not have had a wiser, abler or more faithful advocate. What large-mindedness, catholicity of spirit and diplomatic courtesy could effect was secured by his activity to the dissenting Presbyterian colonists and to their clergy. The contest for toleration was long and doubtful. Indeed, toleration was not finally secured until religious liberty was won by the separation of Virginia from the mother country. But to Davies, as much as to any one man, the Presbyterians of Virginia owed the confirmation of their right as British subjects to worship God after the customs of their fathers. Amid all this work he found time to take a large and active part in the general work of the growing church to which his congregation belonged. He led the Presbytery of which he was a member in its organization of missionary labors, and no counsel was more highly valued in the Synod than his.

His eloquence and ability and his popularity in Virginia and throughout the Church by themselves might well have led the Trustees to invite him to the Presidency of the College. But though never a Trustee himself, until as President he became a member of the Corporation, he was early associated with it. At the Commencement of 1753, as a candidate for Master, he defended the thesis, *Personales distinctiones in Trinitate sunt æternæ*, and was granted the degree. It was as a *laureatus* of the College, therefore, as well as one of a commission of the Synod, that in November of the same year he sailed for Great Britain with Gilbert Tennent to ask contributions for the institution. The success of the commission was largely due to the profound impression made by the preaching and the charming personality of Davies. Everywhere he went he justified the reputation for eloquence which preceded him. He was heard seventy times in Great Britain, and, it is said, never failed to produce a profound spiritual impression. Nor did his sermons, like those of Whitefield, lose their power to interest when reproduced in type. Undoubtedly, the criticism that their language is often loose and their rhetoric often turgid, is just. But they are great discourses; organized by one who knew the power of eloquence and could wield it, suffused with feeling, made substantial by weighty truths and vitalized by the spirit of the Great Awakening. The popularity of Davies as a preacher survived for many years the man himself. Between his death in 1761, and the close of the century, no less than nine editions

¹ Maclean's *History*, Vol. i, p. 223.

of his sermons were published in England. These were widely circulated in that country and in America. It is a remarkable tribute to a literary product, the whole of which was thrown off rapidly and the most of which was published posthumously, that was paid by his successor in the Presidency, Ashbel Green, more than sixty years after Davies' death: "Probably there are no sermons in the English language which have been more read or for which there has been so steady and unceasing a demand for more than half a century." Twenty years after this tribute was paid to them, a new edition was published in America and introduced to a new generation of readers by the Rev. Albert Barnes.

Davies began the administration of the College at the commencement of 1759. His popularity increased the number of students in attendance to nearly, if not quite, one hundred. The curriculum, so admirably organized during the Presidency of Aaron Burr, as far as it appeared to be altered or extended to the Freshman Class was not tended. The admission to the same terms, except that the candidate was required to demonstrate his acquaintance with "vulgar Arithmetic." The annual examinations of the classes were open to the public and the present might question the custom of punishment by fines, which prevailed, that the modes of correction were permitted to be less than the services of morning and evening



SAMUEL DAVIES

varied; a chapter of Holy Scripture was to be read in the morning, a psalm or hymn to be sung in the evening; customs which were observed until evening prayers were abolished during the administration of Dr. McCosh. One change in morning prayer made at this time had a much shorter life. It was resolved by the Trustees that the President and Tutors might appoint a student to read a passage of Scripture "out of the original language." The Catalogue of the College Library was published with a preface written by the President, in which he urged its increase "as the most ornamental and useful furniture of a College, and the most proper and valuable fund with which it can be endowed." The whole number of volumes in the Library was less than twelve hundred. "Few modern authors," writes President Davies, "adorn the shelves. This defect is most

his administration at the College in 1759. His popularity increased the number of students in attendance, if not quite. The curriculum, so admirably organized during the Presidency of Aaron Burr, as far as it appeared to be altered or extended to the Freshman Class was not tended. The admission to the same terms, except that the candidate was required to demonstrate his acquaintance with "vulgar Arithmetic." The annual examinations of the classes were open to the public and the present might question the custom of punishment by fines, which prevailed, that the modes of correction were permitted to be less than the services of morning prayers were

sensibly felt in the study of Mathematics and the Newtonian Philosophy in which the students have but very imperfect helps either from books or from instruments." The question of the length of residence necessary to secure the first degree in the Arts was discussed by the Trustees, and it was determined that "every student shall be obliged to reside in College at least two years before his graduation."

The "Pennsylvania Gazette" contains an account of the Commencement of 1760. The odes on Science and Peace, written by the President and sung by the students, and the description of the orations of the graduating class confirm the remark of Ashbel Green that President Davies "turned the attention of his pupils to the cultivation of English composition and eloquence." His effective oratory, we can easily understand, deeply impressed the students; and the duty of preparing and delivering an oration each month, which he put upon each of the members of the Senior Class, was no doubt one of the causes of the establishment a few years later of the Well-Meaning and Plain-Dealing Clubs, which as the Cliosophic and American Whig Societies are in existence to-day.

The brief administration of Davies abundantly justified his election to the Presidency. Jeremiah Halsey, then Tutor, writing soon after Davies' arrival in Princeton to begin his work, says of him: "He has a prodigious stock of popularity. I think in this respect equal if not superior to the late President Burr. He has something very winning and amiable in his deportment, and at the same time commanding reverence and respect, so that he appears as likely to shine in this character as any one that could be thought of on this continent." He was indefatigable in labor, and he worked with an enthusiasm which rapidly broke down a constitution not strong at its best. In January 1761, "he was seized with a bad cold," which refused to yield to remedies; an inflammatory fever followed. He died on the 4th of February, 1761, when only thirty-seven years of age. He was President for only a year and a half. *Heu quam exiguum vite curriculum!*¹

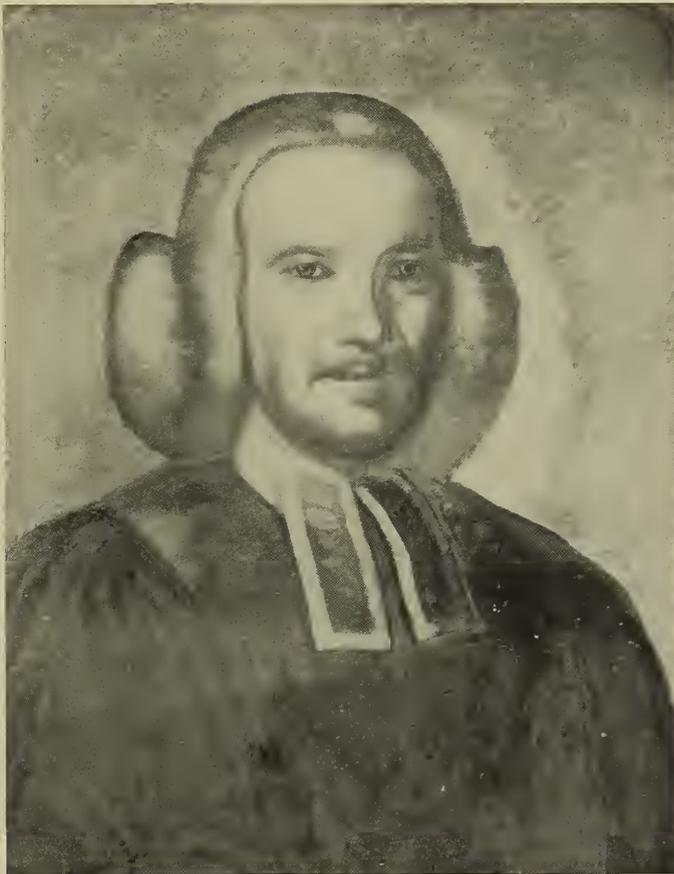
Upon the death of Mr. Davies, the Board of Trustees had no difficulty in choosing a successor. A number of them at Davies' first election had cast their votes for Samuel Finley. Davies himself thought Finley better fitted than himself to perform the duties and bear the burdens of the office. A meeting of the Trustees was called, to be held the 28th of May, 1761, but a quorum not being in attendance a second meeting was held three days later. At this meeting Mr. Finley was unanimously chosen. For ten years he had been an active member of the Board, and was perfectly conversant with the state of the College. He had acted as President *pro tempore*. Mr. Finley was not a man to postpone an answer to an election for the sake of appearances. He was exceptionally frank and direct in speech and action. We need not be surprised, therefore, that the minute which records his election contains the statement that "the said Mr. Finley being informed of the above election was pleased modestly to accept the same." How highly he was regarded by the friends of the College is evident from a letter written by the Rev. David Bostwick, who soon after became a Trustee of the College, to the Rev. Mr. Bellamy, in March 1761. Referring to the death of Davies and the need of a successor, he says: "Our eyes are on Mr. Finley, a very accurate scholar, and a very great and good man. Blessed be the Lord that such an one is to be found."

Samuel Finley was born in Ireland, in the County of Armagh, of a Scottish family, and was one of seven sons. Early in life he discovered both a taste for learning and fine powers of

¹ From the inscription on his monument in the cemetery.

acquisition. The religious education which he obtained in the family determined his studies in the direction of Theology, and he looked forward to the life of a minister even before his family migrated to America, when he was in his nineteenth year. He reached Philadelphia in September 1734, and, as soon as possible, continued his preparation for the ministry. The six years which intervened between his arrival in 1734, and his license to preach on the 5th of August, 1740, appear to have been passed in the study of the Classics and of Divinity. At all events, the attainments for which he was distinguished, which gave to the academy instituted by him its high and wide reputation, and which led to his invitation finally to become President of

Nassau Hall, probable that this was passed in direction of one than William Tennent's evangelism was exerting influence. He threw movement with For six months he pit of the Second Church of Philadelphia ordained by the New Brunswick Of the several him he was dis- one from Milford, Presbytery of sent him there, preach at other should be open. ous society had at New Haven, recognized by the religious au- James Pierpont, a



SAMUEL FINLEY

James Pierpont, was interested in the new church and invited Finley to preach before it. This was illegal; and on the 5th of September, as he was about to occupy the pulpit, he was arrested and imprisoned. He was indicted by the Grand Jury, and convicted of vagrancy and sentenced to be exiled from the Colony. The sentence was executed; and he was unable to induce the authorities to permit his return. In June, of the next year, he accepted an invitation to become the Pastor of the Presbyterian Church in Nottingham, Maryland, where he remained for seventeen years. Mr. Ebenezer Hazard, some time Postmaster-General of the United States, says of Dr. Finley: "He was remarkable for sweetness of temper and politeness of behavior. He was given to hospitality; charitable without ostentation; exemplary in discharge of his relative duties; and in all things showing himself a pattern

make it highly period of his life study, under the no less competent nent, and full of gelical spirit. He the evangelical re- its widest influ- himself into the great enthusiasm. supplied the pul- Presbyterian delphia, and was Presbytery of in October 1742. calls received by posed to accept Connecticut. His New Brunswick permitting him to points, if the way A second relig- been established but was not yet either the civil or thories. Mr. son of the Rev.

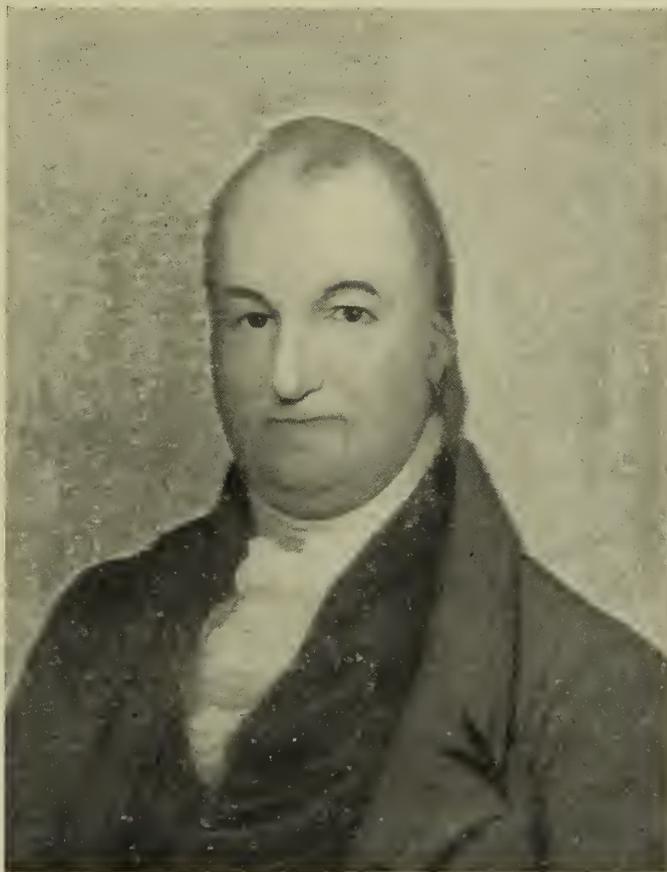
of good works. He was a Calvinist in sentiment. His sermons were not hasty productions, but filled with good sense and well-digested sentiment, expressed in language pleasing to men of science, yet perfectly intelligible by the illiterate. They were calculated to inform the ignorant, to alarm the careless and secure, and to edify and comfort the faithful." Such a man's pastorate would be likely to bear fruit in the quiet and continuous development of a high sentiment in the community. Before his pastorate he engaged in some religious disputes, and these are embodied in two sermons. Other discussions were carried on by him after his settlement; but his only publications are seven discourses, the last being a sermon on the life and character of his predecessor, Mr. Davies. He was most successful as a teacher and as the administrator of the two educational institutions with which he was officially connected. Not long after his settlement at Nottingham he began to gather about him pupils, following the example of William Tennent on the Neshaminy. No doubt he was led into this work by his sense of the need of ministers in the Presbyterian Church; but his pupils were not all of them candidates for the sacred ministry. The names of some of the more distinguished of these pupils have already been mentioned in another connection.

The success of Mr. Finley in the Nottingham Academy and the impression made by his personality and his learning on his brethren of the ministry led many of them early to think of him as a suitable candidate for the Presidency of Nassau Hall. He was President for five years. It was a period of quiet but rapid and healthful development. The number of students was increased. The curriculum was enriched. The success of the College is indicated by the fact that during his administration the salaries of the President and the Faculty were enlarged, and two Tutors were added to the teaching force. To the Grammar School, founded by Burr and taken under the government of the College during Burr's Presidency, was added an English School, which the Trustees ordered "to be under the inspection and government of the president of the College for the time being." So large had the College become that in 1765, at the last Commencement held by Dr. Finley, thirty-one students were admitted to the first degree in the Arts and eleven others were made Masters. The President was the most important and laborious of the teachers. Indeed, we are told that it was his unremitting application to the duties of his office that impaired his health and brought about his death when only fifty-one years of age. The impression made by him on his students is indicated in the words of one of them, the Rev. Dr. John Woodhull, of Monmouth. "His learning," says Dr. Woodhull, "was very extensive. Every branch of study taught in the College appeared to be familiar to him. Among other things, he taught Latin, Greek and Hebrew in the Senior year. He was highly respected and greatly beloved by the students, and had very little difficulty in governing the College." Dr. Finley's was the last administration during which the instruction of the College was given by the President aided only by Tutors. As yet there were no Professorships. The earliest Professor named in the general Catalogue is John Blair, who was elected the year succeeding Finley's death. During Dr. Finley's administration, however, the number of Tutors was increased by two. Among these were Samuel Blair, who, at the age of twenty-six, was called to the Presidency of the College, and the second Jonathan Edwards, only less distinguished than his father as a theologian, and for two years the President of Union College.

During the administration of Dr. Finley the Freshman year was spent in the study of Latin and Greek, particularly in reading Horace, Cicero's "Orations," the Greek Testament, Lucian's "Dialogues" and Xenophon's "Cyræpædia." In the Sophomore year, the students read Homer, Longinus, etc., and studied Geography, Rhetoric, Logic and Mathematics. The

public exercises in oratory and disputation, in which Davies was so deeply interested, were increased in number and more highly organized by Finley. Both forensic and syllogistic disputations were held, the former in English, the latter in Latin. Even Sundays gave the students no rest from intellectual activity, for disputations on a series of questions prepared on the principal subjects of natural and revealed religion were held before a promiscuous congregation. Once a month orations of the students' own composition were pronounced before a public audience, and the students were continually exercised in English composition. The institution, during this administration, was distinctively a College, not a University. The

contact between the student was intimate; the latter was subject to inspection as well as to discipline; his hours were carefully regulated. The relation between Tutor and pupil was not unlike that in the English Universities. The students were distributed into the four classes which were determined by themselves. The Faculty of the College, "the one year, giving their turns those and subjection their standings in a due subordination." The Commissions of the College, and conducted in Latin. They were elaborate and stately.



RICHARD STOCKTON

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proprieties were carefully observed, and the "mixed auditory" must have been impressed if not edified by the large use made of a language of which the most of them knew nothing.

The period during which Dr. Finley was President was one of great political excitement in which the institution shared. In 1766, a committee of the Trustees was appointed to prepare an address to His Majesty for his gracious condescension to these Colonies in the repeal of the Stamp Act. This address must not be taken to indicate a deep-seated loyalty on the part of the Trustees and the other members of the College. On the contrary, there are evidences in the official action of the institution that its loyalty to the mother country had been seriously weakened. In the address presented by the Trustees to the Governor of the Province in 1763, no mention is made of the Government of Great Britain, and there

are no protestations of loyalty to the King. There was a spirit within the institution preparing it for the administration of "the high son of liberty" who was to be Finley's successor. Meanwhile, it was fortunate to have enjoyed for five years the direction of the clear and largely informed intelligence of Samuel Finley, and to have had infused into its life his own enthusiasm in behalf of religion and the higher learning. Simple in character, calm in temperament, quiet in manner and devoted to books, one might well have predicted that his life would continue to the period of old age. But his too abundant labors broke down a constitution never very vigorous. He was attacked by an acute disease, and died in Philadelphia, after expressing his perfect resignation to the divine will, on the 17th of July, 1766, in the fifty-first year of his age.

CHAPTER VI

THE ADMINISTRATION OF JOHN WITHERSPOON

THE death of President Finley was felt by its friends to be a serious blow to the College. It was more keenly felt because the College had suffered so many times the loss of its President. In the one hundred and fifty years of its life, it has had only twelve Presidents, but five of these were in their graves when the institution was twenty years old. Soon after Dr. Finley's death the Board unanimously elected the Rev. Dr. John Witherspoon, of Paisley, Scotland. Mr. Richard Stockton, a member of the Board, was in England at the time, and the Trustees requested him to visit Dr. Witherspoon and urge his acceptance. While awaiting his reply, negotiations were carried on for the admission, into the Board, of representatives of that portion of the now reunited Presbyterian Church which had taken no part in the establishment of the College, and which, up to this time, had shown little interest in its maintenance. As part of these negotiations, it was voted to increase the Faculty by the election of several Professors. One of the new Professors, the Rev. John Blair,¹ Professor of Divinity and Morality, was chosen Vice-President until the next Commencement. Dr. Hugh Williamson, of Philadelphia, was elected Professor of Mathematics and Natural Philosophy, and Jonathan Edwards, then a Tutor in the College, and the son of the President, Professor of Languages and Logic. News having reached the Trustees that Witherspoon had declined, the Board elected the Rev. Samuel Blair, Pastor of the Old South Church in Boston, to the Presidency, and appointed him also Professor of Rhetoric and Metaphysics. Blair's election was unanimous. He was the first graduate of the College elected to the office. He was only twenty-six years of age. He was the son of the Rev. Samuel Blair, of whom mention has already been made as the founder and principal of the Classical School at Fagg's Manor, in Chester County, Pennsylvania. He was graduated in 1760, and was Tutor in the College from 1761 to 1764. No man in the Church at that time gave greater promise. He was successful as a student, as a teacher and as a preacher; but, more than all, he impressed men by the beauty and strength of his character. His magnanimity was given

¹ John Blair was a native of Ireland and was born in the year 1720. He was a younger brother of Samuel Blair, one of the first Trustees of the College. He was educated at the Log College. He was ordained in 1742 and became Pastor of the Middle Spring Church, in Cumberland County, Pa. In 1757, he went to Fagg's Manor, became pastor, succeeding his brother in the pulpit and also as the principal of the

classical school. He prepared many students for the ministry. After his resignation as Professor of Divinity in Princeton College he was settled as Pastor at Walkell, Orange County, New York, where he died December 8, 1771. Dr. Archibald Alexander says of him that "as a theologian he was not inferior to any man in the Presbyterian Church in his day."

a signal opportunity. He was anxious to accept the position to which he had been chosen with cordiality, and he had every reason to trust himself in the office. But, like the Trustees, he was convinced that no one else could so well occupy the position as Witherspoon, if only he could be induced to accept it. He placed his declinature in the hands of a member of the Board, to be presented if it seemed possible to secure Witherspoon, and urged on the Trustees the policy of endeavoring to induce Witherspoon to reopen the question of removing to America. This policy was successful. Witherspoon expressed his willingness to come if he should be re-elected. Blair's declinature was accepted, and Witherspoon became President of the

John Witherspoon was at this time forty-five years of age. He had already had a career in the Church. He was the son of a minister, and through his father was descended from an influential family of Scotland. He had already had a career in the Church. He was the son of a minister, and through his father was descended from an influential family of Scotland. He had already had a career in the Church. He was the son of a minister, and through his father was descended from an influential family of Scotland.



JOHN WITHERSPOON

When fourteen years of age he entered the University of Edinburgh, and after a course of seven years became a licentiate. Both his literary and theological promise of distinction were unrivalled for the time. In 1744, he was presented by the Earl of Eglinton to the living of Beith in West Scotland. There he remained for twelve years. He not only was successful as a parish minister, but he appeared before the public as an author. His first volume gave him national fame. It was entitled "Ecclesiastical Characteristics; or, The Arcana of Church Policy." It was written at the time when the moderate party was dominant in the Church, and it satirized sharply but without ill nature the principles and the conduct of the moderates. The wide difference between the platform of the party and the symbolical platform of the Church offered the satirist a fine opportunity. Witherspoon admirably improved it. His work was widely read, exerted a good deal of influence and increased his popularity. In ten years, five editions were published. Soon after the publication of the first edition, which did not bear the name of the writer, he printed a "Serious Apology" for the satire, and confessed himself its author. Not long afterwards he published two essays in Theology

came the sixth College.

Witherspoon was at this time forty-five years of age. He had already had a career in the Church. He was the son of a minister, and through his father was descended from an influential family of Scotland. He had already had a career in the Church. He was the son of a minister, and through his father was descended from an influential family of Scotland.

— on Justification and Regeneration — which made him known as a theologian of ability. The essays embodied and defended evangelical and Calvinistic views. His ministry at Paisley was quite as successful as that at Beith. Several of his discourses were published, and the University of Aberdeen, in 1764, gave him the degree of Doctor of Divinity. At the time of his call to the Presidency of the College, he was, in reputation, behind no man in the Evangelical party of the Church of Scotland, and was perhaps better able than any other to debate in the Assembly with the leaders of the Moderate party like Blair, Campbell and Robertson.

When Witherspoon came to America, the Colonies and the British government were quarrelling. In 1764, the Stamp Act was passed. The colonists arose in alarm and anger and protested against it. Two years later the Act was repealed. But the fact that it had been passed and the declaration accompanying the repeal, namely, that Parliament possessed the right to tax the Colonies in all cases whatsoever, left in the minds of the Colonists a feeling which Lord Shelburne afterwards described "as an unfortunate jealousy and distrust of the English government." Already this feeling had shown itself in the public exercises of Princeton College. More than once, the College orators had been enthusiastically applauded when lauding the blessings of political liberty: and, after the passage of the Stamp Act, except in the vote of the Trustees expressing their gratitude to the King for its repeal, there is no evidence that in any academic function the union between the Colonies and the mother country was mentioned with gratitude or pride. This silence was in marked contrast with the custom of the College in earlier days, when the greatness of the British Empire was a favorite theme for College oratory. A few years earlier than the date of Witherspoon's arrival, there had been formed in the College two literary societies, called the Well-Meaning and Plain-Dealing Clubs, out of which afterwards grew the Cliosophic and American Whig Societies. In these clubs the enmity to the home government found frequent and at times violent expression. The College, the Province in which it had its home, and the Provinces on each side of it, while not so active as Massachusetts or Virginia, were in full sympathy with the populations of those energetic and forward Colonies. They rejoiced in the meeting of the first Continental Congress in New York in October 1765, and in the declaration of that Congress: "That the only representatives of the people of these Colonies are persons chosen therein by themselves, and that no taxes ever have been or can be constitutionally imposed on them but by their respective Legislatures."

Witherspoon, with his family, sailed from London in May 1768, and landed at Philadelphia on the 6th of the following August. He was inaugurated on the 17th of the same month, and delivered a Latin inaugural address on the Union of Piety and Science. He soon showed himself an American in feeling, and soon found in the American cause ample opportunity for the exercise of his best gifts. It is not only true, that "from the beginning of the controversies which led to the War of Independence and to the severance of the thirteen United Colonies from their allegiance to the British crown, Dr. Witherspoon openly and boldly took the part of his adopted country;" it is also true that he brought to this work political talents of the very highest order, and personal traits which made his migration to the country an inestimable blessing to the struggling Colonists. He was bold and influential as an agitator; active with his pen and his voice; one of the foremost of the party of action; not only ready for a declaration of independence, but earnest in his advocacy of it. He never lost hope or courage in the darkest days of the war, and he was wise and active in both State

and Church in the constructive period which followed the final victory. Called as a minister to the Presidency of a Christian College, he is best known as a great patriot and statesman; and he must always occupy in history a high place among those few notable characters like Ambrose of Milan and his own ancestor, John Knox, who have been great in both Church and State.

The high reputation of Witherspoon at once lifted the College into a position of prominence which it had never before occupied. He began his work as President with work for the endowment of the College. The pecuniary embarrassment of the institution was so great that the Professor of Divinity, the Rev. John Blair, offered his resignation, and it was accepted. Dr. Witherspoon was compelled to go upon a begging expedition into New England, from which he returned with subscriptions for a thousand pounds in proclamation money; and this was only the first of several journeys on the same errand. He was an earnest and laborious teacher. He took the place of Mr. Blair as Professor of Divinity. He was most popular and influential, as a teacher, when instructing his pupils in Mental and Moral Philosophy. In addition to his lectures in Divinity, Psychology and Ethics, "He delivered lectures to the Juniors and Seniors on Chronology and History, and on Composition and Criticism; and he taught Hebrew and French to those who wished it." Mr. Rives, the biographer of Madison, Witherspoon's most eminent pupil, and Ashbel Green, another of his students, both call attention to the emphasis placed by Witherspoon on studies on the constitution of the human mind and fundamental truth. Dr. McCosh says that Witherspoon was a man of action rather than reflection; and his judgment is correct. Nevertheless, it is probable that no contemporary teacher in America was more successful in pressing upon the minds of his students the great features of the system of Philosophy he expounded and defended. When one reflects on the deep impression made by him upon the intellectual life of those who sat in his lecture-room, and who afterward became eminent, it may safely be said that no Professor in an American College has won greater triumphs as teacher. Witherspoon's strong personality made him an uncompromising college ruler. He followed the advice which he gave to the Tutors, namely, "Maintain the authority of the laws in their full extent and fear no consequences." But so inspiriting and stimulating were the man and his lectures that the rigor of his rule is not often mentioned by his pupils. Ashbel Green and Stanhope Smith and James Madison were won by him; their energies were called out, and their powers genially disciplined.

The plans which Witherspoon and the Trustees had formed for the enlargement of the institution were largely defeated by the political events then occurring in the country. But the College curriculum was extended; the teaching force was increased;¹ endowments were

¹ One of the Professors during his administration was William Churchill Houston, who was born in North Carolina in 1740. He came to Princeton and taught in the Grammar School, afterwards entered the College and was graduated in 1768. He was at once appointed a Tutor. In 1771, he was elected Professor of Mathematics and Natural Philosophy. When the War of the Revolution began he entered the army and was for some months a captain. He resigned and resumed his work as Professor. But, like Dr. Witherspoon, he was elected to office, first as a member of the General Assembly of New Jersey, then as a member of the Council of Safety, and in 1779, as a member of Congress. He resigned his Professorship in 1783, and was admitted to the bar. In 1784, he was again elected to Congress and was a

delegate to the Convention at Annapolis in 1786. He died in 1788.

Another of the Professors elected during Witherspoon's administration was Walter Minto, who was born in Cowdenham, Scotland, December 5, 1753. At fifteen years of age he entered the University of Edinburgh. "After completing his preparatory studies he turned his attention to Theology, rather, it would appear from subsequent events, to meet the expectations of friends than from his own unbiassed choice." During this period he devoted quite as much time to literature as to divinity and became a frequent contributor to a periodical called *The Gentleman and Lady's Magazine* and published in Edinburgh. He visited Italy, having in charge as Tutor two sons of the Hon. George Johnstone, formerly

secured; a larger body of students than ever before were under the instruction of the Faculty, and they were drawn from a wider area. During his administration the largest class which was graduated in the eighteenth century received their degrees. It must be added, that during his administration the smallest class was graduated. This was not the fault of the President. The position of Princeton on the highway between New York and Philadelphia made it a perilous place during the War of Independence. A battle was fought of the village. The Nassau Hall was razed, and cancelled its walls. There are few monuments in highly valued places now standing both of which were left in Princeton near

Mention has been made of the Clerical Whig Society and the Plain-Dealing Club, two literary societies of which have been in existence from the present time. Their origin in two earlier societies of which the former name of the Whig Society was the Well-Meaning Club; that of the latter the Plain-Dealing Club appear to

have been organized during the excitement caused by the passage of the Stamp Act. In both of them the patriotism of the College found expression. But out of their rivalry there grew serious disturbances. These led the Faculty, in 1768, to forbid their meetings. They were soon revived under different names; the Plain-Dealing adopting a name indicating the political views of its



WALTER MINTO

Governor of West Florida and member of the British Parliament. On his return he resided in Edinburgh as a teacher of Mathematics. "His reputation as a man of science appears to have been considerable, arising probably from his correspondence with the philosophers of Great Britain and several minor publications on the subject of Astronomy." In connection with the Earl of Buchan he wrote the life of Napier of Merchiston, the inventor of logarithms, the Earl writing the biographical portion and Minto the scientific portion, including a vindication of Napier's claims to the original invention. He sailed for America in 1786, and became principal of Erasmus Hall, a school at Flatbush, Long

Island. In 1787, he was called to the Professorship of Mathematics and Natural Philosophy in Princeton College, as the successor of Ashbel Green. "Of his colleagues and pupils, Dr. Minto enjoyed the confidence in an unusual degree. He was the Treasurer of the Corporation. He received continual applications from parents to receive their sons beneath his roof on account of the advantages which they supposed would be enjoyed within the limits of his domestic circle. The text-books in Mathematics which his pupils used were prepared by himself. He died in Princeton, October 21, 1796."—Abridged from the *Princeton Magazine*. Vol. i, No. i.

earlier years of the independence. A critical war within the limits of the College campus was active hostilities, employed as cannon balls. There are few monuments in Princeton more than the two standing in the campus, which were used in the war after the battle of the College.

There have already been two societies, the Clerical Whig Society and the Plain-Dealing Club, the two literary societies of the College, which have existed from the foundation to the present. They had their debating clubs. The Clerical Whig Society and the Plain-Dealing Club. These have been organized



WASHINGTON PORTRAIT (BY PEALE) IN NASSAU HALL

members, the Well-Meaning Society one expressive of its literary aims. But politics was not the exclusive interest in the one; nor was literature in the other. One word in the motto of the Whig Society is *litteræ*; and the founders of Clio Hall were quite as much in sympathy as those of the Whig with the aims and struggles of the colonists. The College itself does not possess a more distinguished list of founders than does each of these societies. William Paterson, Luther Martin, Oliver Ellsworth and Tapping Reeve laid the foundations of Clio Hall; and James Madison, John Henry and Samuel Stanhope Smith revived the Plain-Dealing Club under the name of the American Whig Society. The interior life of these institutions is not open to the view of the public. Their members have pursued the aims of the society in essay and oration and debate with the freedom which belongs to sessions held in camera. Their judges have been their peers. The Faculty of the College during all their life have accorded to them great freedom, and have interposed only when the violence of youthful feelings seemed likely to injure, if not to destroy, the societies themselves. Fortunately, crises of this kind have been very few. The sense of independence and responsibility has given to the societies dignity; and they have earned the tribute, paid in later years by President McCosh, that "no department of the College has conferred greater benefit upon the students than have Whig and Clio Halls." Perhaps, at no later period in their history have they been more useful than they were during the administration of John Witherspoon. Life during the periods immediately preceding the Revolutionary War, and immediately succeeding it while the Constitution was being formed and adopted, was intense. During the first period, the question of the maintenance of independence was agitating every man; and during the second, the problem of the new government which was to unite the victorious Colonies, offered itself for solution to every thoughtful mind. It is an interesting fact that the two plans of constitutional government for the United States, which were debated at length in the Convention which formed the Constitution, were presented to that body by two of the founders of these literary societies. The one, which laid the greater stress on the rights of the individual States, was presented by William Paterson of New Jersey, the other, which contemplated a stronger federal government, was proposed by James Madison, of Virginia. During the War, the societies, of course, suffered with the College; but when the War had ended they were revived. Originally, each society had a patronage dependent upon the sections from which its members came. Ashbel Green, who was active in reviving the American Whig Society after the war, says, that at the time of this revival "the sectional patronage was entirely done away." Princeton's interest and Witherspoon's labor in the cause of the Colonies against the mother country received, at the close of the war, what the sons of Princeton have always interpreted as an honorable recognition. When the soldiers of the army mutinied and surrounded the State House in Philadelphia where the Continental Congress was sitting, Princeton was selected as the temporary capital of the United States. For several months the Congress held its sittings in the library-room of Nassau Hall, and the rooms of the students were used by the committees. At the Commencement of 1783, "we had," says Ashbel Green, "on the stage with the Trustees and graduating class, the whole of the Congress, the ministers of France and Holland, and George Washington, the Commander-in-Chief of the American army." Washington contributed for the uses of the College fifty guineas, which the Trustees employed to procure the portrait of him, painted by the elder Peale, which now hangs in the portion of Nassau Hall in which the Congress sat. Writing in 1842, Dr. Green says, "The picture now occupies the place, and it is affirmed the very frame, that contained the picture of George the Second, which was decapitated by Washington's artillery."

At the close of Dr. Witherspoon's administration in 1794, the College had been in existence nearly half a century. In the careers of those whom an institution has trained, after all, is to be found its title to honor or condemnation. The general Catalogue of no collegiate institution for the first fifty years of its existence, presents a more remarkable series of great names in Church and State. The clerical, medical and legal professions are represented by influential and illustrious men. The cause of the higher education is represented by great teachers and administrators. To the Continental Congress and to the Continental Army the College gave eminent and patriotic members and officers. The graduates of no other College were so numerous or so influential in the Constitutional Convention. Its alumni were to be found in the two Houses of Congress, in the Legislatures of the different States, in the chairs of Governors, in the seat of the Chief-Justice, in the courts of the various States, in the cabinets of Presidents and as envoys of the Republic at foreign capitals.

Of the earlier administrations, the administration of Witherspoon is the most illustrious, if judged by the brilliant careers of its students. It was given to no other man in America in the eighteenth century to take the most prominent part in the education of thirteen Presidents of Colleges. During his Presidency there were graduated six men who afterwards became delegates to the Continental Congress, twenty men who represented their respective Commonwealths in the Senate of the United States, and twenty-four who sat as members of the House of Representatives. Thirteen were Governors of Commonwealths, three were Judges of the Supreme Court, one was Vice-President and one was President of the United States. Upon the characters of most of these Witherspoon set his mark. They were imbued with his views in philosophy and morals. His high and profound religious character gave tone to their lives; and his patriotism wrought in them as an inspiration. If the greatness of a man is to be measured by the influence he has exerted on other minds, John Witherspoon must be remembered as one of the foremost men of the Republic during its heroic period. The close of his administration was less than eight weeks in advance of the close of his life. He was able to preside at the annual commencement on the 23d of September, 1794. On the 15th of November, *veneratus, dilectus, legendus omnibus*,¹ he passed to his reward.

CHAPTER VII

THE ADMINISTRATIONS OF SAMUEL STANHOPE SMITH AND ASHBEL GREEN

UP to the close of Dr. Witherspoon's Presidency, Princeton College during each administration derived its special traits almost wholly from the President. He determined its curriculum; he exercised its discipline in all serious cases; he begged money for its maintenance; he led its religious life; he taught several branches of learning to the members of the higher classes. The distance at which many of the Trustees lived and the difficulties of travel prevented frequent meetings of the Board, and threw on him responsibilities, in number and variety, far beyond those now devolved on College Presidents. The Faculty of instruction was made up of himself and two or three Tutors. The latter, by the constitution of the College, were so completely under his direction as scarcely to deserve the name of colleagues. The relation between the President and the students was immediate and close.

¹ From the inscription on his tombstone.

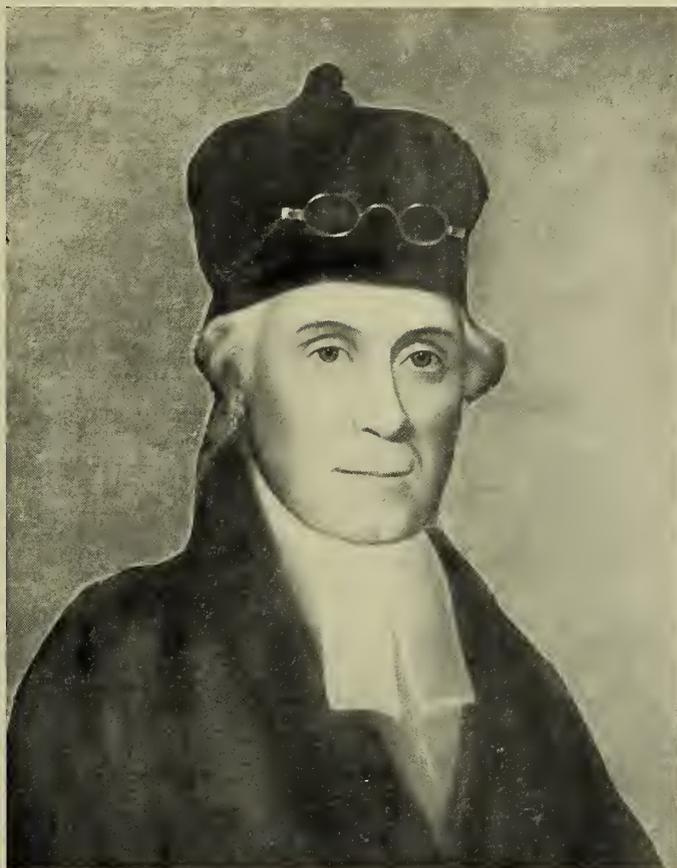
He stood to them *in loco parentis*, and they felt at liberty to go to him at all times for advice and for aid. Princeton was fortunate in its Presidents. Each was fitted by his character and prepared by his previous career for the conduct of his office. All had been Pastors. In obedience to what they believed to be a divine vocation, all in early manhood had undertaken the cure of souls. Some of them had successfully conducted private schools, and all had had their religious affections warmed by evangelical revival. If some of the readers of this historical sketch should be disposed to criticise it because so much attention has been given to the Presidents, the answer is obvious: the life of the College was almost wholly directed and determined by the President for the time being. To send a student to Princeton was to commit him to Samuel Davies or John Witherspoon for the formation of his character, for the discipline of his faculties, and, in some measure, for the direction of his subsequent life.

The death of Witherspoon marks the point at which the President loses much of his relative prominence. From this point onward the College has a powerful life of its own. Of course, the President is always the great figure in a College. But the Presidents of Princeton after Witherspoon are far less prominent than the institution; and the success of their administrations is due to the exaltation of the College at the expense of activities to which their gifts would otherwise have impelled them. Jonathan Edwards expected to find in the Presidency of the Princeton College of his day an opportunity for literary activity, and planned to compose a great philosophy of history with the title, "The History of Redemption;" but James McCosh, though always industrious as a writer, found the administrative duties of his position so various and so commanding as absolutely to forbid the composition of volumes like those which had given him distinction, before he came to America.

On the sixth day of May, 1795, the Trustees unanimously elected Dr. Samuel Stanhope Smith, Dr. Witherspoon's successor. Dr. Smith had been Vice-President since 1789, and had relieved the President of many of the burdens of his office. He accepted at once, appeared before the Board and took the oath of office. His inauguration was postponed until the next Commencement, the thirtieth of September following, when he delivered an inaugural address in the Latin language. For the first time the salary of the President was designated in the coinage of the United States. It was fixed at fifteen hundred dollars a year, with the usual perquisites. The new President was a native of Pennsylvania, and the son of a Pastor of the Presbyterian Church of Pequea. His mother was a sister of Samuel Blair, the head of the academy at Fagg's Manor. He was the first alumnus of the College to fill the Presidency. He was graduated in 1769, and as the first scholar of his class pronounced the Latin salutatory. A year after his graduation, when twenty-one years of age, he returned to Princeton as Tutor in the College, and for the purpose of reading Divinity under Dr. Witherspoon. He taught the Classics and Belles-lettres. Here he remained until 1773, when he went to Virginia as a missionary. The interest awakened by his preaching was deep and widespread. "Throughout the Middle and Southern States," says Dr. Philip Lindsley, "he was regarded as a most eloquent and learned divine by his contemporaries." The impression made by him as a preacher and scholar led to his call as the first President of Hampden Sidney College. He was President for three or four years, when the state of his health compelled him to resign. In 1779, he was invited to become Professor of Moral Philosophy at Princeton, and though strongly attached to Virginia, he accepted and from this time on labored for his *alma mater*. He came only two years after the battle of

Princeton. Dr. Witherspoon was a member of Congress, and a large amount of administrative work fell on Professor Smith. This work was done under most difficult conditions, for he was never strong; and on several occasions he was prostrated by hemorrhages like those which compelled him to retire from Hampden Sidney. Yet he neglected no work; and his learning obtained recognition from the two Colleges of New England and from learned societies. In the year 1785, he was made an honorary member of the American Philosophical Society, and delivered its anniversary oration, an address intended to establish the unity of the species. In 1786, he was engaged with other eminent ministers of the church with which he was connected in preparing its form of a view to organizing the General Assembly.

Dr. Smith was the course of enlarging the teaching himself, at the session to the President was the only Professor established a Chemistry the session to the President occupant of the Maclean, a native graduate of his he had completed course, Dr. Maclean gave special attention to Chemistry, studying at Edinburgh, London and Paris. While at Paris he adopted new theories, not only in Chemistry, but in government. He became a republican and emigrated to the United States. Dr. Benjamin Rush of Philadelphia, to whom he brought letters, recommended him to settle in Princeton



SAMUEL S. SMITH

profession. Dr. Rush, at the same time, recommended the College to secure his services as a lecturer in Chemistry. The lectures made a profound impression. In 1795, he was elected to the first Chair of Chemistry established in any College in the United States. It was through Dr. Maclean that Princeton College was enabled to perform a valuable service for Yale College. Benjamin Silliman, the first Professor of Chemistry in Yale College, writes as follows in his diary: "Brief residence in Princeton. At this celebrated seat of learning an eminent gentleman, Dr. John Maclean, resided as Professor of Chemistry, etc. I early obtained an introduction to him by correspondence, and he favored me with a list of books for the promotion of my studies. I also passed a few days with Dr. Maclean in my different transits to and from Philadelphia, and obtained from him a general insight into my future occupation, inspected his library and apparatus, and

ing its form of a view to organizing the General Assembly. anxious to extend instruction and to enlarging body. Besides time of his accession, Dr. Minto Professor. Dr. Smith Professorship of year of his accession. The first chair was John of Glasgow and a University. When his medical lean gave special Chemistry, studying London and Paris. adopted new theories in Chemistry, but in became a republican to the United States. Benjamin Rush of whom he brought letters, recommended him to settle in Princeton

obtained his advice respecting many things. Dr. Maclean was a man of brilliant mind, with all the acumen of his native Scotland, and a sparkling wit gave variety to his conversation. I regard him as my earliest master of chemistry, and Princeton as my first starting-point in that pursuit, although I had not an opportunity to attend any lectures there." All accounts of Professor Maclean show that the admiration expressed for him by Dr. Silliman was general. Archibald Alexander visited Princeton in 1801, and wrote of him as one of the most popular Professors who ever graced the College. "He is at home," says Dr. Alexander, "almost equally in all branches of science. Chemistry, natural history, mathematics and natural philosophy successfully claim his attention." For a period of seventeen years he was Professor in Princeton College. In 1812, believing that a milder climate would restore his health, he resigned and accepted the Chair of Natural Philosophy and Chemistry at William and Mary; but before the first College year closed, illness compelled him to resign. He returned to Princeton and died in 1814.

The funds of the College and its buildings suffered greatly during the War of the Revolution. Its Library was scattered and its philosophical apparatus almost entirely destroyed. The Trustees appealed to the State of New Jersey for aid, and the State granted six hundred pounds, proclamation money a year for a period of three years; the use of the money being limited to the repair of the College buildings, the restoration of the College Library and the repair and purchase of philosophical apparatus. This appropriation was intended simply to make good losses which the College had suffered as a consequence of the war; and if the influence exerted by the College on behalf of the independence of the Colony is considered, it must be regarded rather as the payment of a debt than as a gift. Dr. Minto, the Professor of Mathematics and Natural Philosophy, died in 1796. The College was too poor to fill his place with another Professor, and the work of his chair was taken by Professor Maclean. The reputation which Professor Maclean gave to the College led to applications on the part of students who desired to pursue only the scientific part of the College curriculum. These applications were granted by the Board, and a resolution was passed not only that they should be permitted to read on scientific subjects only, but also that they should receive certificates of their proficiency, to be publicly delivered to them on the day of Commencement, the College reserving to itself the privilege of bestowing honorary degrees on those who have highly distinguished themselves in science in this or other Colleges.

As though the College had not been sufficiently disciplined by its poverty and the calamities incident to the War of Independence, on the sixth of March 1802, Nassau Hall, except the outer walls, was destroyed by fire. This was the second destruction of the Library and a large part of the philosophical apparatus. The Trustees met upon the sixteenth, and at once determined to rebuild upon the original plan of the College, making, however, a few alterations, partly with a view to security from fire, and partly to increase the room devoted to instruction and philosophical apparatus. An address was issued to the people of the United States, reciting the design and history of the College and appealing to the friends of religion, of science and of civil liberty for contributions for the rebuilding of the hall and the endowment of the institution. Forty thousand dollars were subscribed. In 1802, the Chair of Languages was founded, and William Thompson¹ was chosen its Professor. In 1803, Dr. Henry

¹ William Thompson, in 1802, was called from Dickinson College, Pennsylvania, where he had been Professor of Languages, to the chair with the same title in Princeton. Dr. Maclean (*History*, Vol. ii, p. 45), says of him: "He

had the reputation of being an accurate scholar, a good teacher and an excellent man. He was advanced in life when he had become Professor in Princeton College, and after a few years, his mind giving way under the pressure

Kollock,¹ a graduate of the Class of '94, was elected Professor of Theology and Andrew Hunter, also an alumnus, Professor of Mathematics and Astronomy.

A report from the Faculty to the Board describes in great detail the curriculum at this time, of which Dr. Maclean justly says, that no one after reading it can fail to see that the labors of the President, Professors and Tutors must have been extremely arduous, and that the course of instruction was liberal and in many respects would compare favorably with that of the College at a much later date. So rapidly did the number of students increase, that in 1805, it was proposed to erect an additional building. It was thought that a wealthy gentleman interested in scientific pursuits would aid the College, but his offer with the result elsewhere than in How rapid this be inferred from 1806, fifty-four Senior Class were first degree in the vious period in its College attained of prosperity and Faculty consisted four Professors, an instructor in number of students was for the Faculty. curred which body to invoke in authority of the mencement day public holiday for the entire district lege was situated.



HENRY KOLLOCK

occasion for other than academic sport. "Eating and drinking, fiddling and dancing, playing for pennies, and testing the speed of their horses, were the amusements to which no small num-

of arduous duties, he was constrained to give up his position, and died not long after."

¹ Henry Kollock was born at New Providence, New Jersey, December 14, 1778, and was graduated at Princeton, 1794; in 1794 was appointed Tutor, with John Henry Hobart, afterwards P. E. Bishop of New York, who says of Kollock: "Although he is a Democrat and a Calvinist, he is the most intelligent, gentlemanly and agreeable companion I have ever found." He pursued his theological studies without a preceptor and "made considerable proficiency," says Dr. Carnahan "in Hebrew, Chaldee and Arabic." His teachers in Theology

were the great English theologians, Anglican and Puritan. He was licensed to preach in 1800 and soon after became Pastor of the Church of Elizabethtown. In 1803, he returned to Princeton as Pastor and Professor of Theology. In 1806, he accepted a call from the Independent Presbyterian Church of Savannah. He died December 29, 1819. Dr. Carnahan, Bishop Capers, of the Methodist Church, and the Hon. John M. Berrien, of Georgia, all speak of him as a man of great eloquence, charming in society and exceptionally faithful and acceptable as a Christian Pastor. Vide *Sprague's Annals*, Vol. iv, pp. 273 *et seq.*

would aid the College was withdrawn, that seventy students were added to room Nassau Hall. increase was may the fact that in members of the admitted to the arts. At no prehistory had the an equal degree reputation. The of a President, three Tutors and French, and the students had risen to deed, the number almost too large Disturbances occurred which compelled that their behalf the Trustees. Com was regarded as a the population of in which the Col- It furnished an

bers of those assembled on such occasions were wont to indulge." Just because of the College's prosperity discipline was difficult to exercise; but had the Trustees not interfered with the Faculty, it is probable that the strife arising from time to time between the students and their instructors would have been composed.

In 1810 and 1811, conferences were held between a committee of the Trustees and a committee of the General Assembly of the Presbyterian Church on the subject of establishing a Theological Seminary for that Church. The intimate relations between the College and the General Assembly, the large support that the College had received from Presbyterians, and the benefits which in return it had conferred upon that communion led both the Trustees of the College and the committee of the General Assembly to consider seriously the question of affiliating the theological institution so closely with the College as to make the two institutions one. This plan was soon abandoned. But the Trustees and the committee concurred in the belief that the seminary might well find its home near to the College; and an agreement was made by which the Trustees engaged not to appoint a Professor of Theology in the College should the seminary be permanently established at Princeton. The College retained its freedom, and the seminary was established as an institution of the General Assembly, beginning its life in 1812. While the immediate effect of the establishment of this new institution was to prevent for many years all collection of funds for the improvement of the College, both institutions derived substantial advantages from their establishment in the same town, and from their warm friendship.

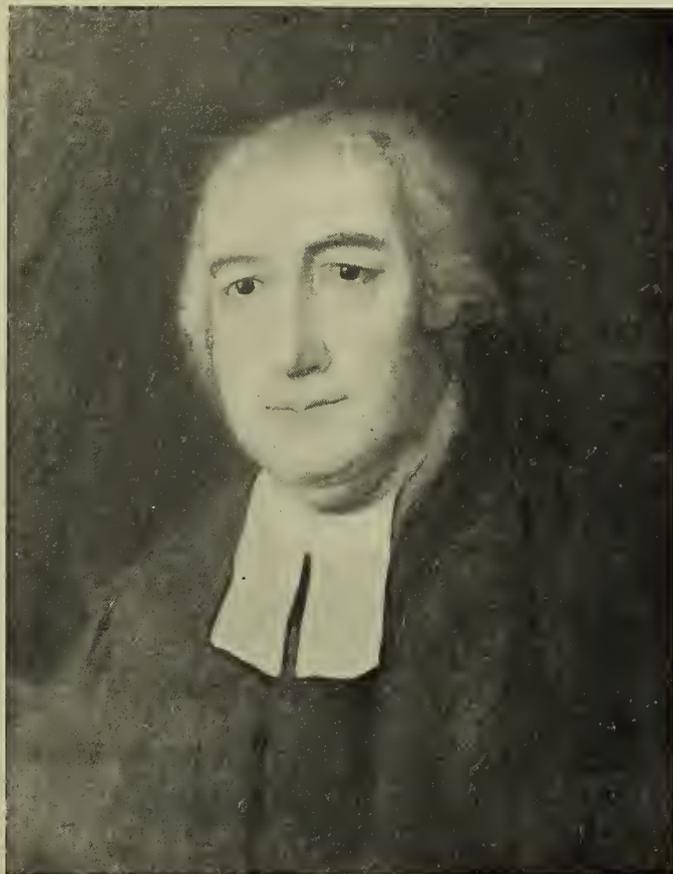
Dr. Smith resigned in 1812. He lived seven years after his retirement. He revised and published some of his works. He died on the twenty-first of August, 1819, in the seventieth year of his age. The graduates of the College during his administration did not, as a class, gain the distinction reached by those graduated under his predecessor; but the list includes a Vice-President of the United States, two Presidents of the United States Senate, nine United States Senators, twenty-five members of the House of Representatives, four members of the President's cabinet, five ministers to foreign courts, eight Governors of States, thirty-four Judges and Chancellors, and twenty-one Presidents or Professors of Colleges.

Dr. Ashbel Green's administration of the College, as President *pro tempore*, soon after the burning of Nassau Hall, in 1802, was so successful, that upon Dr. Smith's resignation he was unanimously chosen President. When elected he was a Trustee. He was an alumnus. His father, the Rev. Jacob Green, a graduate of Harvard, was one of the Trustees named by Governor Belcher in the second Charter; his grandfather, the Rev. John Pierson, a graduate of Yale, was one of the promoters of the College and a Trustee under the first Charter, and his great-grandfather, Abraham Pierson, a graduate of Harvard, was one of the founders of Yale, and its first President and Rector. His father had acted as President of the College, with the title of Vice-President, during the period intervening between the death of Jonathan Edwards and the election of Samuel Davies. Ashbel Green was born at Hanover, in Morris county, New Jersey, in 1762. He was graduated at the College, in 1793, and delivered the valedictory oration. Immediately after graduation he was appointed Tutor; and two years afterwards was elected Professor of Mathematics and of Natural Philosophy. After holding his Professorship for a year and a half, he accepted a call from the Second Presbyterian Church of Philadelphia. In this position he had from the beginning an eminent career. His fine presence, courtly manners and prominent family connections made him a prominent citizen of

Philadelphia. As Philadelphia was the national capital, he was brought into intimate contact with some of the most eminent men of the country. His autobiography is one of the interesting personal records of the period. He had scarcely been settled in Philadelphia when the work of re-organizing the Presbyterian Church for the now independent United States was begun. This work was contemporaneous with the formation of the Federal Constitution. Young as he was, no minister of the Church, not even Dr. Witherspoon, was more influential in this important and difficult work. From the first he was in favor of the separation of Church

and State, and those changes in the profession of Faith the Presbyterian country specifically of the widest

He was a high strong Presbyterian Church's judiciously interested in the missionary work. Chaplain of the United States in White, and was every successive 1800, the capital Philadelphia to his pastorate he made two ex- one to New Eng- to Virginia, and both sections of man of eminence. terested in theo- was one of the tee of the General ganize a Theologi-



ASHBEL GREEN

was the author of the plan for a theological institution in which the assembly adopted and to which it gave effect in the institution at Princeton. He was President of its Board of Directors from the beginning until his death in 1848; and when, in 1824, the Trustees of the Theological Seminary were incorporated, he was made one of them, and continued a Trustee for the remainder of his life. At the time of his election to the Presidency of Princeton College he was the best known and probably the most influential minister of the Presbyterian Church.

On the twenty-ninth of October, 1812, after having been a Pastor for more than twenty-five years, he left Philadelphia for Princeton, and entered upon the duties of the College Presidency. The Trustees associated with him Mr. Elijah Slack, Vice-President of the College and Professor of Mathematics and Natural Philosophy, and chose two Tutors. Soon

strongly advised the Scotch Con- which placed Church of this cally on the plat- religious liberty. Calvinist and a rian, active in the tories and deeply organization of its He was elected Congress of the 1792, with Bishop re- elected by Congress until, in was removed from Washington. Dur- in Philadelphia tended journeys, land and the other was received in the country as a He was deeply in- logical education; original commit- Assembly to or- cal Seminary, and

after, Mr. Lindsley was elected Professor of Languages. During the first year of Dr. Green's administration these gentlemen constituted the Faculty. The period was one of great excitement throughout the country. It was the year of the beginning of the second war with Great Britain. The excitement of the nation was reflected in the life of the College. Discipline was difficult. Soon after Dr. Green's induction disturbances became so serious as almost to threaten a general rebellion. The conduct of the Faculty and of Dr. Green especially in the suppression of the disturbances and in disciplining the offenders was eminently wise; certainly, it was so regarded by the Trustees. The latter body put on record its opinion that the Faculty manifested a degree of prudence, vigilance, fidelity and energy that deserved the warmest thanks of every friend of the College. The succeeding year was passed not only without any recurrence of the difficulties, but with good order and a profound religious movement. This was true also of the year 1815. But the College year of 1816-17 proved, "to be the most turbulent year of Dr. Green's administration." It was the year of the great rebellion, and was ended with the dismissal of a large number of students. The action of the Trustees, or the remarks of some of them, following the rebellion, the Vice-President of the College interpreted as a reflection on himself; and he resigned. Dr. Slack was a man of ability, and indeed of eminence in the departments under his charge, and Dr. Maclean, who knew him, pays a high tribute to his character, his fidelity and ability. The vacancy caused by his resignation was filled by the election of Professor Henry Vethake, a member of the Faculty of Rutgers College. In 1818, a chair was added with the title of Experimental Philosophy, Chemistry and Natural History. Dr. Jacob Green, son of the President and a graduate of the University of Pennsylvania, was elected and filled it with ability until his father's resignation.

Meanwhile, as the College was increasing in numbers, the Trustees proposed to build a new edifice and to place its students under the government of an entirely different Faculty so soon as the number of students should render it expedient to do so. A site was not selected, but a committee was appointed to seek one within the limits of the village, and resolutions looking to the endowment of this new College were passed. The plan failed. Had this succeeded, it is probable that Princeton University to-day would have been a collection of small Colleges under one corporation. In 1819, the qualifications for admission were made more severe, but the regulations could not be enforced owing to the inefficiency of the preparatory schools on which the College depended for students. The subject of discipline was oftener before the Trustees during this administration than during any other; and in a resolution the relation of the Faculty to the students was fixed. Dr. Green's health compelled him to resign in 1822. No one of his predecessors had before him more difficult problems connected with the interior life of the College. These he solved with great wisdom and conscientiousness. The Trustees received his letter of resignation with deep regret. When they accepted it, they addressed him a letter in which they said: "In accepting your resignation, they cannot withhold the expression of their highest respect for your ministerial character, your general influence in the Church of God, your uniform and unwearied exertions to promote the best interests of the students under your care both for time and eternity. Under your auspices the College has not only been extricated from its financial difficulties, but it has secured a permanent source of increasing income, while it has sent forth a number of students not exceeded in former times, calculated to give stability to its reputation, a pledge for the continuance and the growth of its usefulness to the Church and State." After his retirement from the Presidency he returned to

Philadelphia, where he had been so eminent and successful as a Pastor, and lived for twenty-two years a life of great activity and usefulness. He was influential particularly in the missionary work and the ecclesiastical, and judicatories of the Church. He was eminent as a citizen and a churchman. He was most deeply interested in the religious life of the students while connected with the College. He was strongly attached to the Church in which he had been born, and which he had done so much to organize after the Revolutionary War. Probably, he was at his best when addressing a deliberative body, or acting as a councillor upon a committee. In these two positions he was unexcelled; and it was his eminence and reputation as a councillor and legislative speaker that led his successor, Dr. Carnahan, to say at his burial: "By his talents he was fitted to fill any civil situation, and by his eloquence to adorn the halls of our national legislature." He died when eighty-five years of age, in the year 1848, at Philadelphia, and was buried at Princeton in the cemetery where his predecessors were at rest.

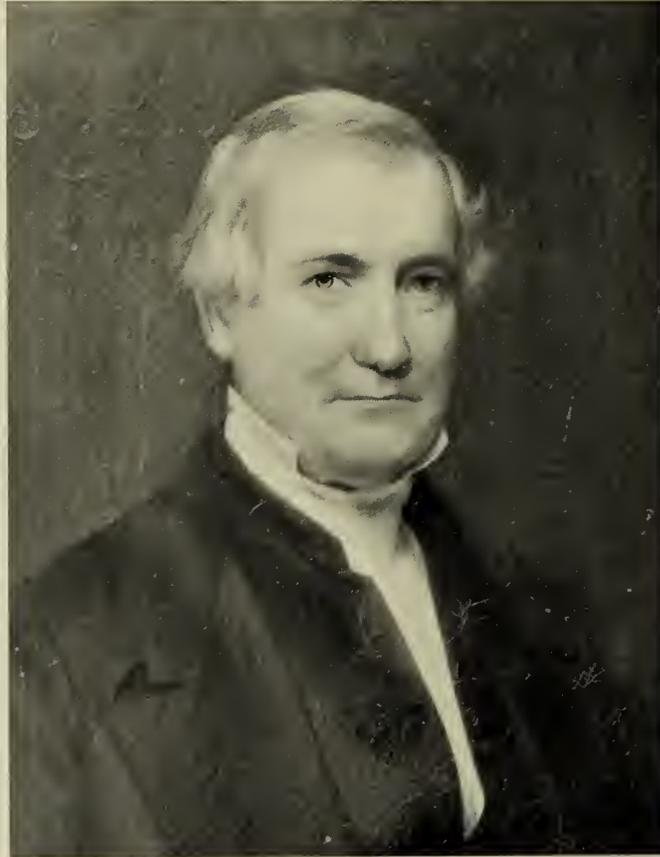
CHAPTER VIII

THE ADMINISTRATIONS OF JAMES CARNAHAN AND JOHN MACLEAN

AFTER the resignation of Dr. Green, the Trustees elected as President Dr. John H. Rice, of Richmond, Virginia. Dr. Rice was the Pastor of the Presbyterian Church in that place, an eloquent and widely popular preacher, an influential writer on ecclesiastical and theological subjects, and deeply interested in collegiate and theological education. Owing to the severe illness with which he was suffering at the time of his election, and which continued for several months, he was unable to respond to the invitation until the fourteenth of March, 1823. In a letter of that date, he declined the position, believing that he was called to labor in the south; and not long afterwards he accepted a call to the chair of Systematic Theology in the theological seminary at Hampden Sidney, Virginia. The Trustees appointed Professor Lindsley to the Vice-Presidency and put upon him the duties of the higher office until the President-elect's arrival in Princeton. Mr. John Maclean was made teacher of Mathematics and Natural philosophy. Professor Lindsley, Mr. Maclean and two Tutors constituted the Faculty, and about eighty students were in residence. On receiving Dr. Rice's declination, the Trustees at once elected Vice-President Lindsley to the Presidency; but Dr. Lindsley declined, probably because the election was not unanimous. The Board then chose the Rev. James Carnahan, a native of Pennsylvania, and, at the time of his election, forty-eight years of age. Through both father and mother he was descended from Scotch-Irish Presbyterians who had settled in the Cumberland Valley. His father had been an officer of the army of the Colonies during the Revolutionary War. Mr. Carnahan was graduated at Princeton in 1800 with high honor. After a year's theological study under the Rev. Dr. John McMillan, at Cannonsburg, Pennsylvania, he returned to Princeton, and was for two years a Tutor in the College. Although earnestly pressed to remain, he resigned in 1803. He labored first as a Pastor, largely in the State of New York, and afterwards as a teacher. For eleven years preceding his election, he taught with great success an academy at Georgetown in the District of Columbia. He was highly esteemed throughout the communion of which he was a minister as a man of excellent judgment and absolute devotion to whatever work he gave himself.

The condition of the College was such as to make the office of President anything but inviting. The students were few. The income was small. There was almost no endowment. Repeated efforts had been made to increase the permanent funds, but it appeared impossible to excite any general interest in its welfare. There were conflicting views within the Board of Trustees as to the general policy of the College, and the personal relations between some of the members of the Board were severely strained. Happily, Dr. Carnahan was unaware of the whole truth when the office was tendered to him. Had he known all, he would undoubtedly have declined. Indeed, so depressed was he by these difficulties, that not long after his acceptance, he made up his mind to abandon the office; and he finally retained his place only because of the earnest

young colleague, Professor Maclean. Notwithstanding these exceptional burdens and administrative perplexities, his administration became and congenially successful. The number of students was largely increased. The curriculum was enriched. The Faculty was enlarged by the election of new professors, some of whom became eminent in their respective departments, and whose memories are to-day among the most highly valued possessions of the University. The catalogue contains the names of thirty Professors who were elected during Dr. Carnahan's Presidency. Among the distinguished names of American science and letters, the discipline of the College, though lenient, was firmly administered, and equitably exerted the influence ex-



JAMES CARNAHAN

on the students during their residence had never before been stronger or more beneficent.

The success of Dr. Carnahan was due in part to his calm temperament, the fine balance of his faculties, his unselfish devotion to the College, and his patience under adverse conditions; partly to the liberty of action granted by him to his younger colleagues in the Faculty; and largely to the remarkable enthusiasm, energy and intelligence of the Senior Professor, John Maclean, who, in 1829, when not yet thirty years of age, was elected Vice-President of the College. Those, who remember Dr. Maclean only in his later years, will have difficulty in bringing before them the man who, as Vice-President, shared with Dr. Carnahan the duty of determining the general policy of the College; and of taking the initiative in the election

pleadings of his Professor Maclean. ing these excep- perplexities, his after a few years tinued to be sin- The number of largely increased. was enriched. enlarged by the chairs, and by the sors, some of eminent in their ments, and whose day among the ued possessions of The general cata- names of thirty were elected dur- Presidency. several of the guished names American science discipline of the lenient, was firmly ministered, and erted by the Col-

students to Union College. One was that of invoking the civil authorities to aid the College in inflicting punishment, in a case in which College discipline ought to have been regarded as sufficient. The Faculty voted, against the opposition of the President and Vice-President, that the offenders should be handed over to the secular arm. These mistakes were not repeated. In 1826, the first Young Men's Christian Association connected with any College in the United States was organized in Princeton, under the name of "The Philadelphian Society;" and from that time to the present it has continued its benevolent work as the central organization of the students for religious year at Com-son, of Virginia, John Maclean as

The College institution until when the policy Professors began to be found the chief success of Dr. Carnation. In 1829, Professor Patton, the successor as Professor resigned. His resignation to the College. the first in the teacher so able as to have maintained the reputation of the College had section in language ley's life in that this time that the



ALBERT B. DOD

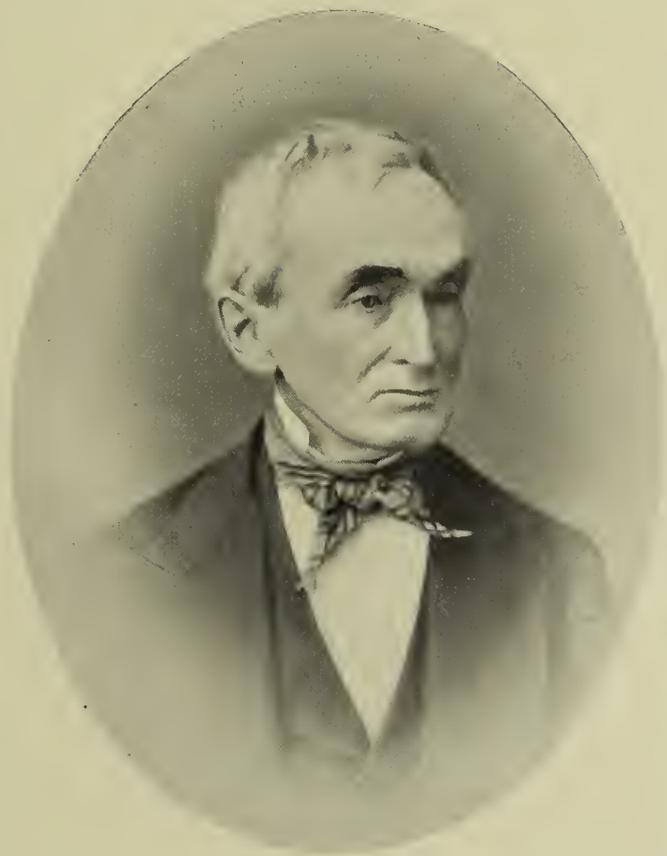
in 1830, took the bold step of appointing six new Professors, transferring in order to do so Professor Maclean to the Chair of Ancient Languages and Literature. Professor Albert B. Dod was given the Chair of Mathematics; Professor Vethake, who had expressed a wish to return to Princeton, the Chair of Natural Philosophy; John Torrey¹ was made the Professor of Chemistry and Natural History; Dr. Samuel L. Howell was called to the Chair of Anatomy and Physiology; Mr. Lewis Hargous was made Professor of

¹ John Torrey, M.D., LL.D., was born in New York, August 15, 1796, studied medicine and was admitted to practice in his native city. He was Professor of Chemistry at Princeton from 1830-1854. His fame rests chiefly on his contributions to Botany. His active labors in this department were begun in 1815 and continued to the close of his active life. His student and associate in labor and especially

in the publication of the *Flora of North America*, 1838-1843, Asa Gray, afterwards of Harvard, has written a sketch of his life, published in the Biographical Memoirs of the National Academy of Sciences, Washington, 1877. On his retirement from Princeton, he recommended as his successor his pupil, Dr. J. S. Schanck, LL.D., now Emeritus Professor of Chemistry.

ficent work as the tion of the stu-work. The same mence ment the ciation of Nassau with James Madias President and Secretary. continued a small 1828 or 1829, of increasing the to be energetical-this policy is to cause of the suchan's administra-fessor Robert B. sor of Dr. Linds-of Languages, re-nation was a great He was among profession, and a fully to have main-tation which the cured for instruc-during Dr. Linds-chair. It was at Board of Trustees,

Modern Languages, and Mr. Joseph Addison Alexander¹ was appointed Adjunct Professor of Ancient Languages and Literature. No braver step was ever taken by an American College. It was soon justified by a large increase in the number of students. While the whole College this time less than and 1831, sixty-were received. The one hundred and College, and the ly speaking, year beginning of the remarkable increase between 1829 and were but seventy 1839 there were two ty. The election of just named was only policy that was faith- ing the whole of the years later the Col- vices of Joseph ceptional greatness gave celebrity to whose transparent him to both col- dents. In 1833, Alexander² was of Belles-lettres.



STEPHEN ALEXANDER

had numbered up to one hundred in 1830 seven new students next year there were thirty-nine in the number rose, rough- after year, until the civil war. The most is that in the decade 1839. In 1829 there students, while in hundred and seven- the six Professors the initiation of a fully executed dur- administration. Two lege secured the ser- Henry, whose ex- as a man of science the institution, and goodness endeared leagues and stu- James Waddell elected Professor In 1834, Stephen

¹ Joseph Addison Alexander, D.D., was born at Princeton, April 24, 1809. He was graduated with the first honor of his class in 1826. After his resignation of his chair in the College, he was elected associate Professor of Oriental and Biblical Literature in Princeton Theological Seminary. In 1840 he was elected Professor; in 1851 he was transferred to the Chair of Biblical and Ecclesiastical History, and in 1859 to the Chair of Hellenistic and New Testament Literature. He died in 1860. His power of rapidly acquiring knowledge and his extraordinary memory enabled him to read in twenty-five or more languages. His interest in them was rather literary than philological. His wide cultivation, his fine gifts of expression and his enthusiasm in scholarship and literature made him a brilliant and stimulating lecturer in every department conducted by him. His essays, sermons and commentaries show him to have been an exact scholar as well as a man of letters. His published works are many and valuable. All of them show remarkable talents and some of them genius. But they do not fairly exhibit either the high quality of his intellect or his fertility. All were written rapidly, as though he were impatient to pursue another of the many subjects to which his large and various knowledge invited him. Few Americans enjoyed

so thoroughly as he did a scholar's life and very few have brought into the lecture-room so much of inspiration for their students. He was thought to be the most gifted member of a singularly able family. He was a man of fine sincerity of character; a devout, humble and believing Christian.

² James Waddell Alexander, the son of the Rev. Archibald Alexander, was born March 13, 1804; graduated at Princeton College, 1820, and studied at Princeton Theological Seminary. Besides being Professor in the College, 1833-1844, he was Professor in the Theological Seminary, 1849-1851; Pastor of the Presbyterian Church at Trenton, New Jersey, 1828-1830; Editor of the *Presbyterian* at an earlier date, Pastor of Duane Street Presbyterian Church, 1844-1849, and finally Pastor of the Fifth Avenue Presbyterian Church, New York, from 1851 until his death in 1859. He was a gifted and cultivated man. He read widely, reflected deeply and wrote charmingly on a great variety of subjects. He was one of the most frequent and highly valued contributors to the *Princeton Review* from its establishment until his death. His love of letters was a passion only less commanding in its influence on himself than his religion. Upon all his students and parishioners a deep impression was made

Alexander¹ was added to the Faculty. Indeed, it may be said that the catalogue of Professors, beginning in 1830 with the name of Albert B. Dod, and closing in 1854 with Arnold Guyot,² and covering the years of Dr. Carnahan's administration, needs only to be exam-

by his ability, cultivation, refinement and elevated character. These traits appear also in his letters, as in all his published writings. The strength and beauty of his features, his engaging social qualities, his intellectual life and his purity and unselfishness enabled him, in whatever position, to exert a stronger influence on individual men, than most men, in the circles in which he moved. He was an example of the highest type of Christian preacher and pastor produced by the American Church.

¹ Stephen Alexander was born in Schenectady, New York, September 1, 1806. He was graduated at Union College in 1824, and studied Theology for two years at Princeton Theological Seminary. In 1833, was appointed a Tutor in Princeton College and continued a member of the Faculty until his death in 1883. In 1840, he was elected Professor of Astronomy, the department in which he became eminent. His contributions to science are recorded in a memoir read before the National Academy, April 17, 1884, by his successor in the Chair of Astronomy, Dr. C. A. Young, who says: "His native ability was of a high order and his influence on his pupils by his instructions and upon the general community by his various discourses and by his published works and observations, has contributed powerfully and effectually to the progress of his favorite science." Of his general culture, Dr. Young says: "As a scholar Professor Alexander was unusually broad and versatile. He was an excellent linguist, familiar with Latin, Greek and Hebrew, and with the principal European languages, all of which he read and several of which, I believe, he wrote and spoke with facility. He was fond of general literature. He was an ardent lover of Metaphysics, of Philosophy and of Theology. He was familiar not only with the ordinary range of mathematical reading, but with many works of higher order. To an extent unusual in his time, he also kept up with the current astronomical literature by means of the foreign journals, which were then not easy to obtain in this country." "He was through and through religious," Dr. Young says, "in his belief, in his feelings and in his life, and in everything he said and did his Christian faith shone out."

² "Arnold Guyot, Ph.D., LL.D., was born at Neuchâtel, Switzerland, on September 28, 1807. He became Professor of Geology and Physical Geography in Princeton College in 1854 and died in Princeton on February 8, 1884. The

notable career of science in this country can hardly be said to have begun at the time, when, by reason of political difficulties at home, the three Swiss scientists of Neuchâtel were forced to seek an asylum among us. The lives of Agassiz, Guyot and Lesquereux had been begun in that mountain land intended for freemen, and could not be snuffed out by petty party oppression. They sought another field and rose to their full power in this their adopted country. The impetus and the moulding influence which these men exerted upon the thought of their day cannot be overestimated; nor should it be forgotten that this land was in need of just such an impulse as their coming gave. All of them were generalizers of a high order, and two of them became teachers, thus putting their powers to the best practical use. Science needed such men at that time, and mankind



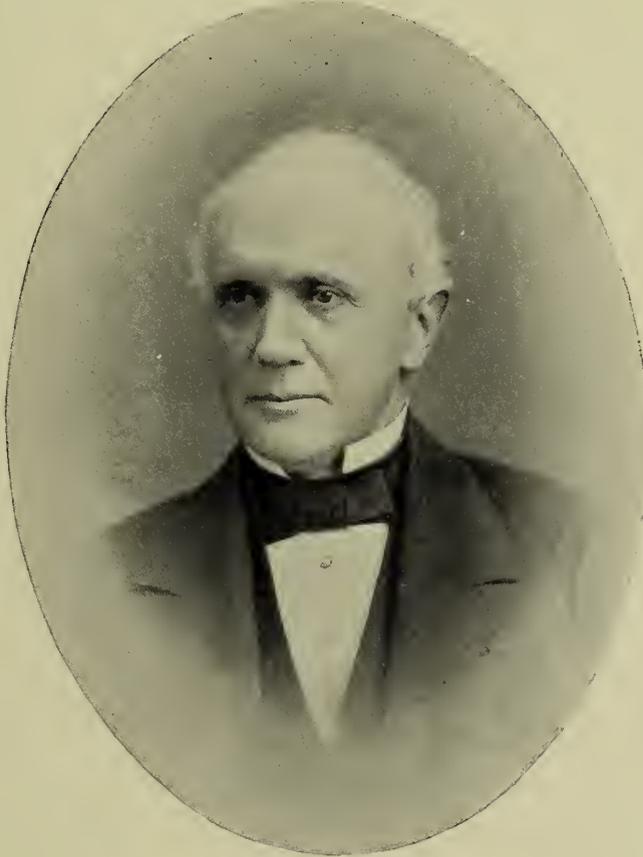
ARNOLD GUYOT

in general, as well as the scientific world, gave them all the more attention because of their grasp of the facts known in their day and the far-reaching interrelations of those facts. Science needs such men to-day, but with the ever-widening field of view and the more intense specialization, it is to be feared that the synthetic philosopher in science is becoming a more difficult man to secure. Of the connection of Guyot with Princeton and its meaning to us, the main facts are well-known. To his ability as a teacher, and his capacity of making a subject clear, and to his breadth of view and the lucidity of his mind, his pupils through over thirty years bear most hearty testimony. But his influence did not terminate in the class-room or the study. His books reached the teachers of the land, and his methods, adopted with much interest and zeal, served to reform geographical teaching on this continent. His philosophic insight into the laws of nature led to the discovery of the causes of many phenomena in the realm of glacial motion; and through his co-operation the Smithsonian Institution developed a system of regular mete-

ined to justify the statement that no policy was ever more brilliantly carried out than the policy initiated by Dr. Carnahan and Dr. Maclean of increasing the chairs and seeking men to fill them, without waiting for an endowment. What a remarkable addition in point of numbers there was to the teaching force of the institution, while Dr. Carnahan was President, will be seen from the fact that during the whole life of the College up to his Presidency only fourteen Professors had been appointed, while during his administration alone there were thirty. Of course, some plans were adopted which failed. As early as other additions to made, as that of Pro-

orological observations which has grown into our present Signal Service." — *MS. of Professor William Libbey.*

¹ John Seely Hart, LL.D., was born in Stockbridge, Massachusetts, January 28, 1810. Graduating at Princeton College, in 1830, he taught a year in Natchez, Mississippi, and returned to Princeton in 1832 as Tutor of the Classics, becoming, in 1834, Adjunct Professor in the same department; Principal of Edgehill School, at Princeton, 1836-41; of the Philadelphia High School, 1842-59; of the New Jersey State Normal School, at Trenton, 1863-71; he was chosen Professor of Rhetoric and the English Language, at Princeton, in 1872, having, during his residence at Trenton, given yearly lectures at Princeton, 1864-70, on "English Philology and Letters." Resigning his Professorship in 1874, he returned to Philadelphia, busily engaging in literary and, especially, Shakespearian studies, to the time of his death, March 26, 1877. His untiring industry may best be seen from the number and character of his published works, appearing, as they did, at comparatively brief intervals, for a continuous period of thirty years. In 1844 he edited the *Pennsylvania Common School Journal* and in 1849-51 *Sartain's Magazine*. Founding the *Sunday School Times* in 1859, he edited it till 1871. He published the *Reports of the Philadelphia High School*, 1842-59, and in 1844 a *Classbook of Poetry* and a *Classbook of Prose*. In 1847, there appeared his *Essay on the Life and Writings of Spenser*. In 1868, *In the Schoolroom* was issued; in 1870, his *Manual of Composition and Rhetoric*; in 1872, his *Manual of English Literature*; in 1873, his *Manual of American Literature*; and in 1874, his *Short Course in English and American Literature*. In such



JOHN S. HART

1834, a year in which the Faculty were professor Hart¹ to the

a list of books as this Dr. Hart's versatility is clearly seen, while special emphasis should be laid upon the fact that few, if any, authors of his time were more conscientiously and zealously devoted to the cause of education in America, having given, as he did, over forty years of his active life to strictly educational work. This was, in fact, his vocation and he worthily fulfilled it, both within the sphere of secondary and higher learning. As editor, Professor and author, he aimed to raise the standard of the day in American schools and colleges, and especially to advance the study of English as a language and a literature. It is to the lasting credit of Professor Hart, that when instruction in English was lamentably deficient in our best institutions, he insisted that it

should given a larger place and command a better grade of teaching talent. To this high end he taught and labored and prepared his several educational manuals within the specific Department of English. The fact that these manuals are now superseded by modern text-books in keeping with the newer needs of the age, is in no sense a proof that in their place and way they did not meet an existing educational demand and point the path to still better agencies and results. Dr. Hart was, in no sense, a great educator, as was Thomas Arnold, of Rugby, or as Wayland and Hopkins, of America, were. He was, however, a patient, painstaking and helpful guide to students. He was, in no sense, an original and wide-minded author or investigator. He was, however, a discriminating collator of facts and data and did an invaluable work for those who were to follow him, nor did he ever forget in his educational efforts, the higher demands of character and conscience. In the developing educational

Department of Languages, it was seriously attempted to establish a summer school of medicine. The design was given up, owing to the death of the Professor of Anatomy and Physiology, and was never revived. In 1846, a law school was founded and three gentlemen were elected Professors. The lectures were kept up with much spirit for two years, but the school was then discontinued. The position of the College was not favorable to the establishment of professional schools of law and medicine, and from that time on no attempt was made to establish them.

The growth of the College compelled the authorities to provide increased accommodation for the students. Two dormitories were erected, East College in 1833 and West College in 1836, each four stories in height; they were built of stone with brick partitions and fire-proof



WHIG AND CLIO HALLS

stairways of iron, and the stairs enclosed in brick walls. Each of the dormitories gave accommodation to sixty-four students. The Trustees were unable to gratify their taste in their construction; but for sixty years and more they served their purpose well, and it is probable that no investment of the College has yielded a larger return. The cost of erecting each was less than \$14,000. The growth of the College led also to increased activity in the two literary societies. Up to this time they had no homes of their own. The meetings were held in rooms provided by the College in the building now known as the College offices. But in the winter of 1836-37, two new halls were built. The description of one will serve for both. "Whig Hall," says Professor Cameron, "is a building in Ionic style, sixty-two feet long, forty-one feet wide, and two stories high. The columns of the hexastyle porticos are copied from those of a temple by Ilissus near the fountain of the Callirhoe, in Athens. The splendid temple of Dionysius in the Ionian city of Zeos, situated on a peninsula of Asia Minor, is a model of the building in other respects." During the administration of

progress of the country he had an honorable place and did a worthy work and must in justice be named among those who have made valid contributions to the cause of sound learning." — *MS. of Professor T. W. Hunt.*

Dr. Carnahan, the College gained immensely not only by the separate, but also by the associated energies of the able men who formed the Faculty. Their meetings were frequent and the exchange of ideas led to a higher and increased activity in all departments, discipline, examinations, lectures and recitations. The scientific researches of its eminent Professors — for not a few of them became eminent — added to the reputation of the institution and gave it a standing which it had never before enjoyed as an institution of learning. Indeed it may be said, that in the sense in which it had been an eminent home and nursery of patriotism in the days of Witherspoon, it was now a great institution for the cultivation of the sciences and the liberal arts. From time to time, however, the College sustained great losses



WHIG HALL

by the death or the removal to other institutions of several important members of the Faculty. Joseph Addison Alexander, after three years of work, was seized by the Theological Seminary, where, until his death, he had a brilliant career. Joseph Henry, after laboring for sixteen years in the Chair of Natural Philosophy and making discoveries in the sphere of science and performing inestimable services for his country, was called, in 1848, to the Smithsonian Institution. Albert B. Dod, who was brilliant not only in the Chair of Mathematics but in the pulpit and in the pages of the "Review," died in 1845;¹ and James W. Alexander, whose

¹ "In my student days there was a professorial constellation in the Faculty that for brilliancy has rarely, if ever, been equalled in any American institution. It was our privilege to be instructed in Mathematics by Albert B. Dod, in Physics by Joseph Henry, in Belles-lettres and Latin by James W. Alexander, in Astronomy by Stephen Alexander, in Chemistry and Botany by John Torrey. Dr. Maclean's

rare talent for leadership was strikingly exhibited in the selection and collection of such a group of educators at a critical period in the history of the College. All but one of the group, at that time the most conspicuous, lived to accomplish the full career of distinction of which their early professorial life gave promise. With the eminence to which these attained all are familiar. Few, however, at the

cultivation and fertility as a writer entitle one to say of him that he might have become one of the most eminent of American men of letters, felt it his duty to become a pastor, and resigned in 1844. These were great losses, but men of ability were at once called to the vacant places, and the large work of the institution did not suffer. Dr. Elias Loomis, and after his resignation, Professor McCulloch, took the place of Joseph Henry. Dr. Hope, a man of charming Christian character, as well as a wise and stimulating teacher, succeeded Dr. James Alexander; and Stephen Alexander, a graduate of Union College, who became eminent as an astronomer, a man of enthusiasm and eloquence whether he spoke on scientific or religious subjects, took the place of Professor Dod. By nothing is the intellectual life of the College at this time more clearly shown than it is by the fact that of the thirty Professors elected during Dr. Carnahan's administration about one-half were its own graduates.

Dr. Carnahan resigned in 1853. In the thirty-one years of his administration, sixteen hundred and seventy-seven students were admitted to the first degree of the arts, the annual average being over fifty-four. Of these, seventy-three became Presidents or Professors in Colleges or other seminaries of learning; eight became Senators of the United States; twenty-six members of the national House of Representatives; four were members of the Cabinet; and a large number became eminent in the liberal professions. The number graduated during his Presidency was larger than the number graduated during the administrations of all of his predecessors. While he was in office, the relations between the Trustees and the Faculty and between the members of the Faculty were singularly harmonious. The students enjoyed a larger measure of freedom than during any earlier administration. And when students were disciplined, the welfare of the students had quite as much influence as the welfare of the institution in determining the chastisement.

In his letter of resignation Dr. Carnahan paid a high tribute to his colleague, Vice-President Maclean. After the remark that Dr. Maclean was the only officer living of those connected with the College where his Presidency began, Dr. Carnahan said, "to his activity, energy, zeal and devotion to the interests of the institution, I must be permitted to give my unqualified testimony. We have passed through many trying times together. In time of need he was always at his post without shrinking; he was always ready to meet opposition in the discharge of what he thought to be his duty." Dr. Carnahan lived six years after his resignation. He was chosen a Trustee of the College, and his successor says of him, "In every respect he was a helper to his successor and gave him his cordial support both in the

present day appreciate how sore an intellectual bereavement Princeton suffered in the death of Albert B. Dod in the prime of his early manhood. His intellect was notable for the versatility as well as the rarity of his genius. He seemed alike eminent in Mathematics, in Physics, in Philosophy, in Literature, in Æsthetics and in Theology. Though his death occurred when but forty years of age, no one had contributed more largely to the high reputation of the *Princeton Review* not only in this country but Great Britain, by his profound and scholarly articles on "Analytical Geometry," "The Vestiges of Creation," "Transcendentalism," including an exhaustive discussion of Cousin's "Philosophy," "Oxford Architecture," Finney's "Sermons and Lectures," "The Elder Question" which at the time agitated the Presbyterian Church, and "Lyman Beecher's Theology." Rarely has any College or University had in its curriculum a

course of lectures more inspiring intellectually and æsthetically instructive than Professor Dod's course in "Architecture," covering the whole field, Egyptian, Grecian, Roman, Gothic and Modern. They were delivered without manuscript and held the audience in rapt attention by interesting information, subtle analysis of principles, elevated thought, lucid statement, brilliant rhetoric, delivered with the ease of a conversational manner with frequent passages thrillingly eloquent. The same intellectual qualities characterized his sermons. Those who remember Professor Dod as a lecturer and preacher are frequently reminded of him when listening to the President of our University. Had Professor Dod's life been spared, as the lives of his eminent colleagues were, to bring forth fruit even to old age, among the many Princeton men who have attained high distinction, his name would have been one conspicuous." — *MS. of Professor J. T. Duffield.*

board and without." He died on the 3d of March, 1859, and was buried at Princeton by the side of his immediate predecessor, Dr. Ashbel Green.

It was ordered that in December 1853, at the stated semi-annual meeting, the Board should elect a President of the College. Three gentlemen were named for the position, two of them without their consent. One was Joseph Henry, Secretary of the Smithsonian Institution, who positively declined to be a candidate. Another was the Rev. Dr. David Magie, of Elizabeth, New Jersey, a graduate of the College, an eminent preacher and Pastor and one of the Trustees, who, notwithstanding his earnest advocacy of Dr. Maclean's election, received several

votes. The third was Dr. Maclean, the Vice-President of the College. Dr. Maclean was elected. He took the oath of office and delivered his inaugural address at the Commencement of 1854. His address was partly historical and partly an explication of the policy to be pursued during his administration. He was a native of Princeton, born on March 3, 1800, son of the College's first Professor of Chemistry. He graduated in the Class of 1816, the youngest member of the class. He graduated in the Law School at Princeton in 1818 and became a member of the Faculty that same year. He remained in the Faculty until his resignation in 1868. His whole life was thus given to the College. He interested himself in such objects as were in harmony with the interests of the College. He taught at various



JOHN MACLEAN

ics, Natural Philosophy, Latin, Greek, and the Evidences of Christianity. He acquired knowledge with great ease, and his wide intellectual sympathies are shown in the chairs he filled. In his younger life he was an able and stimulating teacher, but the burden of administration was laid upon him soon after he became a teacher; and the exceptional executive ability shown by him led his colleagues to believe that it was his duty to subordinate his scholarly ambition to the welfare of the College. Dr. Maclean acquiesced, and in this way he was prevented from becoming eminent in any branch of study. It is not too much to say, that up to his Presidency Princeton had enjoyed the services of no chief executive officer who so completely sank his own personality in the institution he served. As has already been said, his untiring energies, his sagacious judgment of men and measures con-

received several votes. The third Vice-President of Maclean was the oath of office inaugural address ment of 1854. partly historical position of the sued during his The new President Princeton, and was 1800. He was the lege's first Profes- He was graduated 1816, and was its For a year after taught in the class- renceville. In Tutor, and from resignation as he was a member His whole active to the College. self only in such harmony with the College. He times Mathemæt-

tributed largely to the success of the administration of Dr. Carnahan; and it was confidently expected that his own administration would at its close show an advance as great as that made between the death of Dr. Green and his own accession. In one important respect this expectation was not disappointed. It must be remembered to the lasting honor of most of the institutions of higher education in America that up to the close of the Civil War they accomplished their great work for the Church and State with almost no endowments. This is true both of Princeton and Yale. Speaking only of Princeton, after having been in existence one hundred and seven years, and after having made the noble record shown by the Triennial Catalogue, and the been given in this contained only fif- lars of endowments. ble that all except had been received of necessity ex- chase of lands and buildings and the after year, of the Besides maintaining largely increasing students, Dr. Mac- colleagues, and Matthew B. Hope¹

¹ Dr. Hope's death, in 1859, was a great loss to the College. He was engaged just before his death in concerting measures for an increase in its endowment. Fortunately, so far as the duties of his chair went, the College secured an able successor in Professor J. H. McIlvaine. Joshua Hall McIlvaine was born in Lewes, Delaware, March 4, 1815. Graduating from Princeton College in 1837 and from Princeton Seminary in 1840, he entered upon his ministerial work at Little Falls, New York. Subsequently he held pastorates at Utica and Rochester, New York, in which last city his ministry was highly successful. In 1860 he accepted the Chair of Belles- lettres and Elocution in Princeton College, his department in 1869 embracing also the subject of English Language and Literature. Called to the city of Newark, New Jersey, in 1870, he resigned his Professorship to reassume the pastorate; here he labored until 1887, when, once again, he returned to educational work as President of Evelyn College for Women at Princeton, of which institution he was himself the founder and which at the time of his death, January 29, 1897, was completing the first decade of its history. Dr. McIlvaine was in his day a versatile scholar of high attainment. His special



MATTHEW B. HOPE

this distinctively philological and archæological work he added a wide rhetorical and literary culture, especially as applied within the sphere of English studies, and published at the close of his College Professorship a work on *Elocution: The Sources and Elements of its Power*, which evinces a high order of ability from the fact that it vitally connects, and almost for the first time, all real training and expression with the profoundest processes of the human mind. Dr. McIlvaine was still further a pronounced political economist of the school of Carey and sought with unabated zeal to connect in vital union the highest interests of human society with the highest demands of ethical law. Teaching this subject when a Professor at Princeton, he gave to it much of his best thought, awakened in its study a genuine enthusiasm, and lifted the whole department from

statistics which have sketch, the treasury teen thousand dol- It is almost incredi- this amount which by the treasury was pended for the pur- the erection of maintenance, year work of the College. the College and the number of its lean, aided by his especially by Dr. and Dr. Lyman H.

studies in Sanskrit and Comparative Philology, on which topics he lectured at the Smithsonian Institution, were carried on at a time when but few American scholars were working with Whitney along these lines of linguistic investigation. His studious devotion to the subject of "The Arrowhead Inscriptions" was worthy of a special- ist in that department. To

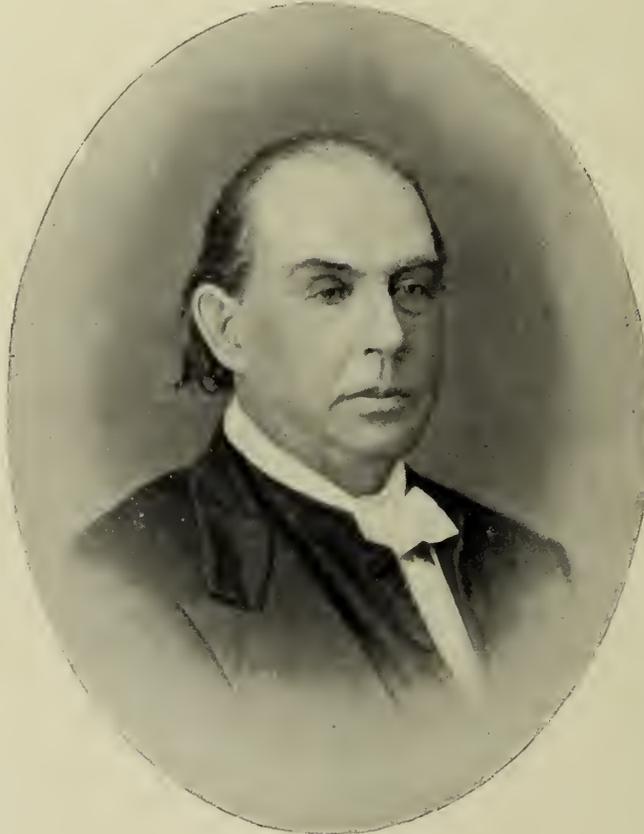
Atwater,¹ endeavored successfully during his administration to provide the College with some permanent funds. All efforts up to this time to secure an endowment had failed;

the lower level of the merely economic to that of the moral and Christian. It was in connection with this line of work that he became such an ardent advocate of the pronounced acknowledgment of God in the Constitution of the United States. Still again, Dr. McIlvaine was a theologian of no inferior order; broad-minded and yet analytic and acute; thoroughly versed in the content of Scripture and the high truths of Christian theology, he thought and wrote and spoke on these topics with manifest ability and convincing urgency. His published works in these directions, *The Tree of Knowledge of Good and Evil* and *The Wisdom of the Holy Scripture*, especially this latter treatise, are a sufficient evidence of the depth and range of his Theology. It was here that much of his power as a preacher lay—in the strong and vital hold that he had on the great cardinal truths of the Gospel, so that he presented them in vital manner. Dr. McIlvaine was a notable example in his preaching of the union of marked intellectuality with fervent spiritual power. His thought and experience were inseparably fused, and it is not at all strange that his sermons in the College Chapel were often eloquently and spiritually impressive, and had under God a moulding influence over hundreds of young men. Not a few of his sermons were made doubly potent by the sharp trials through which he was called to pass and which he bore with quiet and heroic fortitude. As a Professor in the class-room, Dr. McIlvaine had exceptional gifts, being in many respects a great teacher. His conceptions of truth were clear and vivid; his personal judgments strong and deep-rooted; his discriminating logic keen and searching, and he had, withal, a gift of statement and expression which enabled him to enforce and impress his teachings. His great power as a teacher lay in his suggestiveness. He never attempted to exhaust a subject, but simply to unfold it to the view and examination of the student. He had a rare faculty of detecting the salient ideas and principles of a subject; of throwing out germinal suggestions so as to make thinkers of students and cast them largely upon their own mental resources. Such an order of instruction is more than mere instruction; it is construction and promotion, and with all the advances of higher education far too seldom seen among us. In a word, Dr. McIlvaine was a thinker and scholar and writer and teacher and preacher of unquestioned ability and possessed an individuality of mind and character as unique as it was impressive. More than this, he was in his place and way and up to the full measure of his opportunity, a distinctive moral and educational force, and has left an impress upon his generation which is not more visible than it is only because it is so deeply hidden within the lives of his pupils and parishioners."—*MS. of Professor T. W. Hunt.*

¹ "My acquaintance with Professor Lyman H. Atwater began in my Freshman year when, on the occasion of some discipline which the Faculty had imposed on some members of our class, a committee of which I was a member waited on several members of the Faculty in order, if possible, to secure some mitigation of the penalty. Dr. Atwater was one of the Professors we called on, and I shall not soon forget the dignified courtesy with which we were received or the wholesome and judicious advice which he gave us. I

was very much impressed at the time with the kindly but commanding presence, and conceived on the spot an admiration for the old man which with further acquaintance ripened into genuine regard. It was in my Junior year that I first came to know Professor Atwater as a teacher. That was the relation in which I knew him best. He conducted classes in Logic, Metaphysics, Economics and Political Science. He was somewhat old-fashion in his methods, but was one of the most effective teachers I have ever known. Physically he was a very large man, with a somewhat elephantine gait and his English would have delighted the soul of Dr. Johnson. But he had the faculty of making himself intelligible, and his subjects were among those that were most intelligently appreciated and understood by the large body students. Dr. Atwater was very conscientious in his work and spared no pains to make his subjects clear to the average intelligence of his pupils. He had an unusual faculty for logical division and definition and a power of statement which, on looking back over the lapse of years, I still think to have been extraordinary. But more than his qualities as a teacher, what endeared Professor Atwater to us students was the perfect fairness and just considerateness with which he treated us. However we might fare at the hands of other Professors, we were perfectly sure that "Dad," as we affectionately called him, would give us fair play, and in this we were never disappointed. Dr. Atwater combined a considerate disposition with an eminently judicial temper. I used to think that in his case a great jurist had been spoiled in order to make a great Professor. But none of the students of his time would have been willing to enrich the judiciary of the country at the expense of the Princeton Faculty. I well remember going to Dr. Atwater on a number of occasions for advice. This was never refused. With what at the time seemed to me unnecessary minuteness the learned Professor would indicate by a process of logical exclusion a number of alternatives that were not to be chosen. He would then say, "but if I were in your case I think I should take the following course, to wit," and then he would outline a policy so eminently sensible as to carry instant conviction with it and leave nothing further to be said. Dr. Atwater was wise and conservative in counsel and seldom made a mistake. He was a man upon whose judgment not only the students but also his colleagues in the Faculty leaned. He was a pillar in the Church, being recognized as an authority in ecclesiastical law and a citizen who was profoundly interested in the welfare of his community and the nation. His ripe judgment came to be respected by our public men and legislators, who in times of perplexity came to him for council and guidance. Dr. Atwater's was a great, simple and kindly nature. He was honest, open and straightforward in all his dealings with his fellowmen. Anything like sharp practice or Machiavellian politics was wholly foreign to his nature. There was a simple dignity about the man that was truly Roman, and with it all he was animated by a child-like Christian spirit. His religion was as straight and as genuine as life. Seeing his homely goodness from day to day, we students could not doubt the reality of the Christianity he professed. On that February day in 1883, when the dear old man died, the world lost a large and royal soul, but

and efforts had repeatedly been made,—three times during the previous administration, in 1825, 1830 and 1835. "The aggregate of gifts to the College," says Dr. Duffield, "during Dr. Maclean's administration was about \$450,000." This aggregate is probably a larger amount than the College had received in gifts from its foundation to the beginning of Dr. Maclean's administration. The accessions to the College were greatly increased. The last year of Dr. Carnahan's administration the number catalogued was two hundred and forty-seven; seven years later, in 1861, just before the beginning of the Civil War, three hundred and fourteen students were in residence. But for the beginning of hostilities and the students from the ing class of that have numbered The life of the Col-riod was in no re-its life during the tions. The same were pursued and discipline was ex-Dr. Maclean and to perfect the insti-They had tried the University and as failed. The summer and the law school and the whole influ-was exerted to de-along the lines of leading to the first In this Dr. Maclean eminently success-was enriched and larged. How popu-and how really na-



LYMAN H. ATWATER

support given to it will be seen from the fact that of the three hundred and more students in attendance during the College year of 1859-60, more than one-third came from the Southern States, and that twenty-six of the thirty-one States of the Union were represented in the classes.

The success of Dr. Maclean's administration, as thus indicated, was achieved in spite of great obstacles. He had not been a year in the Presidency when the College suffered a second time from the burning of Nassau Hall. It was destroyed by fire in 1855, and was rebuilt at great expense; the old Chapel being enlarged and made the Library. This expenditure had scarcely been made, when the College was compelled by the financial panic which seized the country in 1857 to abandon for a time the project of increasing its endowment. A period of

he left behind him the record of a noble life which is still a power in the hearts of all who knew and loved him."—*MS. of Professor Alexander T. Ormond.*

exodus of all the south, the graduate-year would probably nearly one hundred. lege during this respect different from previous administramodes of teaching the same policy in ecuted. The aim of his colleagues was tution as a College. experiment of a they supposed had school of medicine had been abandoned, ence of the Faculty velop the institution the course of study degree in the arts. and the Faculty were ful. The curriculum the Faculty was enlar the College was tional it was in the

business depression followed, from which the country had not recovered when, in 1861, the southern States seceded and the Civil War began. No College in the north was so popular in the south as Princeton. As has already been said, at the beginning of the civil strife one-third of its students were living south of Mason and Dixon's line. When to this blow is added the enlistment of not a few of its students in the Union army and the diminution of the entering classes on account of the call of the country on its young men to defend the Union on the field of battle, the only cause for wonder is that during the four years of active hostilities the College maintained itself so well. With the close of the war the numbers of the students slowly



NASSAU HALL — OLD NORTH COLLEGE

increased. Three years after peace was declared, that is to say, in 1868, the entering students numbered one hundred and seventeen. "The largest number," says Dr. Duffield, "up to that period in the history of the College." But just as the College was recovering the popularity which it enjoyed immediately before the war began, Dr. Maclean began to feel the burdens of age. His energy was not what it once was, and, what was more important, the war among its other revolutions had changed the views of many, interested in higher education, concerning the College curriculum and College management. The Presbyterian Church of the north, which had been divided since 1838, was preparing the way for a reunion. The country was entering upon a new life. Dr. Maclean felt that he should yield to another the position which for fourteen years he had occupied with such conspicuous success. He resigned at the close of fifty years of official life, his resignation taking place at the Commencement of 1868. After he retired he employed his leisure in writing the history of the College. One of his students has admirably said: "Of the intellectual character of Dr. Maclean it is not easy to form an estimate. The circumstances of the College forced him to give instruction in so many departments that it

would have been a marvel if he had found additional time to prove his genius in any. But so strong and facile was his mental energy that it developed a notable degree of talent for almost every subject that interested him. He was able to hold the different chairs in Princeton, not through mere partiality; for, it is now known — what his modesty at the time concealed — that



OLD CHAPEL

he received overtures from other Colleges to fill similar Professorships with them. Dr. Matthew B. Hope,¹ than whom Princeton never had a shrewder judge of men, used to say that had

¹ "Matthew B. Hope, D.D., was born in Central Pennsylvania, June 31, 1812, and died at Princeton, December 17, 1859. He was a graduate of Jefferson College, of Princeton Theological Seminary and of the Medical Department of the University of Pennsylvania. He was licensed and ordained as an evangelist in 1835; went as a missionary to Singapore, India, in 1836; returned home after two years because of failing health; was appointed financial secretary of the Presbyterian Board of Education in 1839 and corresponding secretary in 1842. In 1846, he resigned the secretaryship of the Board for the Professorship of Belles-lettres and Political Economy in the College of New Jersey. He was a man of excellent judgment, of clear insight, of strong convictions, of high and solemn purpose, of strong individuality, direct, kindly, without pride and without show. As a teacher of Rhetoric he analyzed 'the process and the laws underlying the process by which the convictions of the intellect are not only conveyed from the speaker to the hearers, but transferred, in the act of conveyance, from the sphere of the intellect to that of the active powers.' In other words, he taught Rhetoric both as a science and as an art. He had a subtle, analytic mind, and, above all the other members of

the Faculty he sought to make the students *think*. His classroom exercises were mental gymnastics. If the students in their answers repeated the precise language of his book or lectures, it worried him. For, as style is the expression of the individuality of the man, such answers were no decisive evidence to him that the students had mastered the subject and assimilated the thought, and when he plied them with questions to test them, and brought their ignorance of the subject to light, it was with utter self-oblivion and an ardent desire to make them think and to bring them to see the truth. His lectures on Political Economy were based on the principle involved in the precept, 'Thou shalt love thy neighbor as thyself.' When he criticised an author, it was not with an air of superior wisdom, nor as one who was seeking to exalt himself at the expense of the author, but with a genuine love of truth and desire that the student might see and get the truth. He was honest through and through, a pre-eminently good man, and intensely interested in the spiritual welfare of the students. One of his ablest and most distinguished pupils, Dr. D. S. Gregory, says: 'Dr. Hope was one of the most remarkable men whom I ever met. His was one of the most delicately organized



NASSAU HALL — "OLD NORTH"

Maclean given himself to any particular study in science, Philosophy or language, he would easily have attained celebrity in it. If we doubt this, we may find a reason for the failure of Dr. Maclean to become a master in specialty, not in the lack of special ability, but rather in the possession of certain other intellectual impulses, which made his thoughts overflow any single channel.¹

But if he failed to attain eminence in any single direction, Dr. Maclean was eminently gifted as a councillor. He grasped surely the elements of any situation in which the College was placed, and was as able as most men to discern the policy which it demanded. He knew men well. Quickly and with a large degree of accuracy, he inferred character from conduct. He not only seldom made mistakes, but was extraordinarily successful in the selection or nomination of colleagues. His accurate estimate of men was shown clearly in his estimate of himself. Probably no man ever connected with Princeton College took his own measure more exactly. This knowledge of himself was due not more to his ability than to the sincerity of his character. This sincerity, with the magnanimity and charity that were blended with it, was recognized not only by those associated with him in the Board of Trustees and Faculty of instruction, but also by his students and the people of the town in which he passed his life. "My immediate predecessor," says Dr. McCosh, "was John Maclean, the well-beloved, who watched over young men so carefully and never rebuked a student without making him a friend."² Dr. Charles Hodge called him the most loved man in America; and Dr. Ludlow gave apt expression to the feeling of all his students touching his personal interest in them in the remark: "St. Hildegarde used to say, 'I put my soul within your soul.' Dr. Maclean put his soul within the soul of the young man if ever a man did; he felt for us, he felt as he felt himself in us." It was the conviction of Dr. Maclean's sympathy with the life of each of his students, his readiness to sacrifice himself for their interests, that gave him in his old age and retirement the love and honor and troops of friends that blessed his latest years. In the narrower and retired life he lived after his resignation, he was as active as a philanthropist, though within a restricted field, as he ever had been. As he had lived beloved by all, he died lamented by all, August 10, 1886.

CHAPTER IX

THE ADMINISTRATION OF JAMES MCCOSH. ELECTION OF FRANCIS LANDEY PATTON. THE SESQUI-CENTENNIAL CELEBRATION

THE resignation of Dr. Maclean having been accepted to take effect at the Commencement of 1868, the Trustees elected, as his successor, the Rev. Dr. William Henry Green, Professor of Oriental and Old Testament Literature in Princeton Theological Seminary. Though himself a graduate of Lafayette College, Professor Green's family had been associated with Princeton College from its foundation. Jonathan Dickinson, the first President of the College

natures I ever knew. In it there was naturally the greatest delicacy of the senses accompanied by remarkable keenness and breadth of intellect, depth of emotion, firmness of will and sensitiveness of taste and conscience and all dominated by absolute loyalty to Jesus Christ. As a teacher, educator, instructor, he was by far the ablest with whom I ever came in contact. . . . During the years of my connection with Princeton College, he was pre-eminently the spiritual power

in the institution, so far as that power was embodied in any one personality. I doubt if any man in any institution ever exerted greater transforming influence over his pupils than did Dr. Hope over those who came into closest relations with him." — *MS. of Prof. S. Stanhope Orris.*

¹ Memorial Address by James M. Ludlow, D.D.

² *Life of James McCosh*, p. 192.

and Caleb Smith, its first Tutor were among his ancestors; and among its distinguished graduates and benefactors have been some of his near relatives. For many years he had given himself exclusively to Oriental and Old Testament studies, but in his younger life he had shown fine gifts as a teacher in other departments, and had been the pastor of a prominent church in Philadelphia. It was felt not only that his acceptance would strengthen the hold of the College on the Church which had in the main supported it and bring to it new friends and enlarged endowment, but that Dr. Green's scholarship and character would greatly benefit the scholarship, the discipline and the general life of the institution. The Trustees received his declination with great regret, but the news of it was heard at the Theological Seminary with the greatest pleasure.

Except that of Dr. Green, no name united the Trustees until it was proposed that the Rev. Dr. James McCosh, Professor of Logic and Philosophy in Queen's College, Belfast, Ireland, be invited to take the vacant chair. Dr. McCosh visited America in 1866, and his addresses deepened the favorable impression which his apologetic and philosophical writings had made. He was received and heard everywhere as a thinker and writer of deserved eminence. The writer of this sketch well remembers the large audience which gathered in the Fifth Avenue Presbyterian Church, one evening during this visit, to listen to his defence of the Gospel, against the attack made upon it in Renan's "Life of Jesus," and how fully he sustained the reputation which had preceded him. His views in Philosophy were those which had been taught and defended at Princeton College, and his Scottish nationality and his residence in Ulster were an additional recommendation to the College of John Witherspoon and to the Church of Francis Makemie. Moreover, the fact that he had taken the side of the Free Church at the disruption, led the friends of the College to believe that he would be at home in a republic. The divided Presbyterian Church was about to reunite, and it was fortunate that Dr. McCosh had no memories of the theological and ecclesiastical battles which culminated in the division. For these reasons, his acceptance was received with great pleasure, and with confidence that the College would prosper and be enlarged during his administration. The Rev. Dr. Stearns, of Newark, a Trustee of the College, was moderator of the New School Presbyterian General Assembly in 1868. While the Assembly was sitting he learned of Dr. McCosh's acceptance. The writer happened to be standing by, when he told the news to the late Dr. Henry Boynton Smith. Dr. Smith said: "It was a wise choice. He is a man of great ability. He may easily prove as great a gift to the Church and State as John Witherspoon." While his acceptance awakened high hopes, no one anticipated his great and brilliant administration. Looking back upon it, now that it has been closed, it must be regarded as the most successful, and in important respects the greatest administration the College has enjoyed. Undoubtedly Dr. McCosh was fortunate in the time of his Presidency and in his colleagues. But greatness consists largely in seizing the opportunities which time offers; and not a few of his colleagues were his own students who owed their inspiration to his teachings and example.

His administration is too recent to make appropriate an account of it like that which has been given of each of the earlier administrations. He is the last of the Presidents who have completed their work. Such an account can be given only of a Presidency which stands not at the close of but well within a series. Concerning one thing, however, there is no peril in making a positive statement. Whatever shall be the development of the institution hereafter, it must always be said of James McCosh that, while loyal to the foundation and the history of the College, he, more than any other man, made it a University. Though it was not until after his

death that the name was given, it should never be forgotten that the University life began in and because of his administration.¹

The story of the life and work of this great President, it has seemed to the writer, ought to be told here by those who knew him intimately and were associated with him in the work he did. Happily, the literature is abundant and throws light from various sides on his striking personality, his gifts as a thinker, writer and teacher, and his career as a President. For a biography detailed enough for our purpose, we are indebted to his student, colleague and intimate friend, Professor Andrew F. West. This biography, illustrated by extracts from his autobiography and estimates of his ability and attainments by others who knew him well, will for this article be the best history of his administration.

"Rarely," writes Professor West, "has academic history repeated itself with such precision and emphasis as in the person of James McCosh, who, though unique in his own generation, had a real prototype in the person of one, though only one, of his predecessors, President John Wither-

¹ The following minute of the Faculty adopted November 17, 1894, recognizes this fact: "In recording the death of President McCosh, the Faculty are not able to give adequate expression to their feeling. For many years their relations with him were closer than those of any other portion of the academic body; and their continued friendship with him since his retirement from office has only deepened the sense of bereavement and increased the veneration and love with which they have followed him to his grave. While presiding in the Faculty, Dr. McCosh always commanded respect by his conscientious devotion to the College; by his fidelity in the routine of official duties; by his watchful supervision of the details of the whole administration; by his kindly interest in the labors of his colleagues; by his hospitable welcome to every new study and new teacher; by the wisdom and liberality of his plans for expanding the courses of instruction; and the wonderful efficiency and success with which he carried these plans toward completion. The results of his Presidency have made a new epoch in our history. 'The College has virtually become a University.' Its Faculty has been trebled in numbers. Its alumni and friends have rallied around it with new loyalty. Munificent gifts have been poured into its treasury. Schools of Science, of Philosophy, of Art, of Civil and Electrical Engineering have been founded, with endowed Professorships, fellowships and prizes, and an ample equipment of libraries, museums, laboratories, observatories, chapels, dormitories, academic halls and athletic grounds and buildings. We live amid architectural monuments of his energy, which other College generations after us will continue to admire. In his own department of instruction, Dr. McCosh has raised the College to its proper eminence as a seat of philosophical culture. He did this primarily as a thinker, by original contributions to Logic, to Metaphysics, to Psychology, to Ethics and to the intuitional school of Philosophy; also as a writer, by the numerous works, written in a strong and clear style, with which he has enriched the philosophical literature of his time; and especially as an inspiring teacher, by training enthusiastic disciples, who are now perpetuating his influence in various institutions of learning. From this Faculty alone a band of such disciples has borne him reverently to his burial. In the sphere of College discipline, Dr. McCosh aimed at the moral training of the whole undergraduate community. The students

were brought into more normal relations with the faculty. Vicious traditions and customs among them were uprooted. Their self-government was guarded and promoted; and their religious life found fuller expression in the new Marquand Chapel, Murray Hall and the St. Paul's Society. In the cause of the higher education Dr. McCosh became a leader at once conservative and progressive. On the one hand he sought to retain the Classics for their disciplinal value and as fundamental to the learned professions and all true scholarship; and, for like reasons, the mathematics as essential to the sciences, whether pursued as bodies of pure knowledge or applied in the arts. But, on the other hand, he found due place for the host of new special studies — literary, historical, political, artistic, technical — demanded by modern life and culture. His inaugural address 'On Academic Teaching in Europe' may be said to have struck the keynote of true academic teaching in America. As the representative head of the College, President McCosh was always and everywhere faithful to its Christian traditions. By his writings, lectures and addresses he defended 'Fundamental Truths' in religion no less than in philosophy; he vindicated the 'Method of the Divine Government' physical as well as moral; he set forth the 'Typical Forms and Special Ends in Creation' as consistent with evolution; he showed the analogy of 'The Natural and the Supernatural;' and he maintained a logical 'Realism' and 'Theism' against the growing scepticism of the day. At the same time his discriminating conservatism was ever held in hearty sympathy with the modern scientific spirit and his steadfast adherence to the principles of evangelical religion never narrowed his Christian sympathies. A leader in great international alliances and councils of the churches, he also consistently welcomed students of every religious denomination to their chartered privileges within our walls. The representatives of all creeds mingled in his funeral. While a commanding figure has passed from public view, there remains among us, who were his nearer associates, the charm of a unique personality and rare Christian character, to be henceforth enshrined in our memories with reverence and affection. To his bereaved family we can only tender our deepest sympathy, praying that they may receive those divine consolations which he himself taught during his life and illustrated in peaceful death."

spoon, the ruler of Princeton a century ago. Each of them was in point of ancestry a Covenanter, by birth a Lowland Scotchman, in his youth a student at the University of Edinburgh, in his manhood a minister of the Church of Scotland at a crisis in its history, and in that crisis an important figure, Witherspoon heading the opposition to moderatism and Dr. McCosh helping to form the Free Church. When already past the meridian of life each of them came to America to do his greatest work as President of Princeton, the one arriving in 1768 and the other in 1868. Though of different degrees of eminence in different particulars, they were nevertheless of fundamentally the same character, being philosophers of reality, ministers of evangelical and yet catholic spirit, aggressive in temper, teachers, stout disciplinary educators, marked personal wide interest in thoroughly patriotic principles of government on which acted Dr. McCosh 'These principles were full of wisdom, tact and out knowing them have endeavored principles, but Govern, said he, but beware of much'¹ Their long and successful last twenty-six Princeton, and it a striking final they passed away almost to the day dying November McCosh on November 16, 1894.



JAMES McCOSH

was born April 1, 1811, at Carskeoch Farm, on the left bank of the 'bonnie Doon,' just above the village of Patna, some twelve miles from Ayr, the county town of Ayrshire. In this region, so full of inspiring Scottish memories, his boyhood was spent, and in common with so many of his countrymen who have risen to fame he received his first education in the parochial school. In 1824, when but thirteen years old, he entered the University of Glasgow, an institution already famous in the annals of the Scottish philosophy for the teaching of Reid and Hutcheson — a fit place for the young student to begin, who was later to write the history of the Scottish School. Here he remained five years. In 1829 he entered the University of Edinburgh, coming under the influence of Thomas Chalmers and David Welsh in

¹ *John Witherspoon and His Times*, Philadelphia, 1890.

theology and of Sir William Hamilton in Philosophy. He had also some strong intellectual compeers among the students of that time. Such, for example, was Tait, afterwards Archbishop of Canterbury. Incidents of Dr. McCosh's youth and student days formed the basis of many an interesting anecdote in his later years. Of such were his remembrances as a boy of the recurring anniversaries when his elders used to pledge with enthusiasm 'the memory of Bobbie Burns.' At other times he would dwell with fondness on one or another loved feature of the home scenery of Ayrshire or the talk of its people. The competition for intellectual honors at the University formed another theme. Then, too, the strong impress of Sir William Hamilton's personality as well as of his teaching was one of those things that delighted his Princeton pupils to notice, especially as seen in the way he treasured some remark of his great teacher. 'Do you know the greatest thing he ever said to me?' Dr. McCosh asked one day of the writer. 'It was this: So reason as to have but one step between your premise and its conclusion.' The syllogism unified and turned into a rule of conduct! Well might such a vigorous maxim take the imperative form. And how vividly real it made the act of reasoning seem! It was toward the close of his student days at Edinburgh that Dr. McCosh wrote his essay entitled 'The Stoic Philosophy,' in recognition of which the University, upon motion of Sir William Hamilton, conferred upon him the degree of Master of Arts.

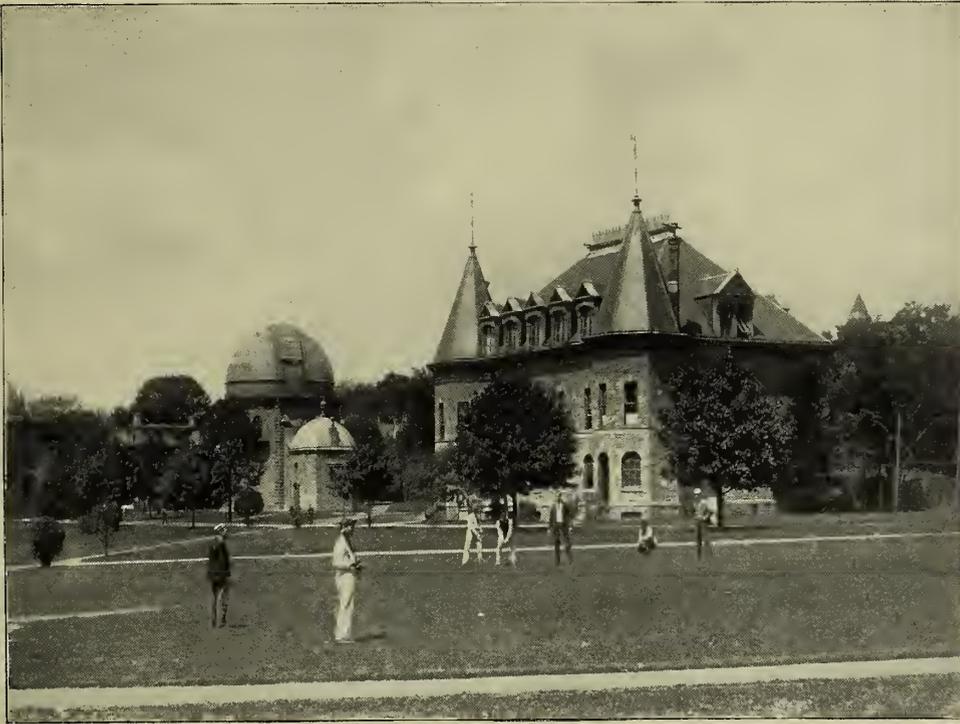
"In 1835 he was licensed as a minister of the Established Church of Scotland. Toward the close of the same year he was elected by the members of the congregation minister of the Abbey church of Arbroath, the 'Fairport' of Sir Walter Scott's Antiquary, a flourishing town in Forfarshire, on the eastern coast, sixteen miles north of Dundee. While in this parish he made the acquaintance of the Rev. Thomas Guthrie, eight years his senior, the minister of the neighboring parish of Arbilot, and so celebrated in the Old Greyfriars pulpit in Edinburgh. They were helpful to each other in their pastoral work and counsel, and formed the nucleus of a group of ministers who met to discuss with earnestness the impending dangers to the Church, consequent upon 'intrusion' of ministers by the Crown upon congregations irrespective of the preference of the people. They promptly identified themselves with the view that this subjection of the Church to the Crown was to be brought to an end, advocating, as Dr. McCosh had already done in his Edinburgh student days, what was known as Non-Intrusion. In 1838, on the suggestion of Dr. Welsh, his former teacher, Dr. McCosh was appointed by the Crown to the charge of the church at Brechin, a short distance from Arbroath. Brechin was an attractive old cathedral town with a large outlying country parish. In this arduous charge he labored most assiduously in company with his colleague, the Rev. L. R. Foote. Besides attending to his stated church ministrations and the regular visiting of its congregation, he went abroad everywhere, preaching the Gospel in barns, kitchens and taverns, or in the open fields and wherever else he could do good.¹ His communion roll gradually swelled until it included fourteen hundred persons. Meanwhile the ecclesiastical sky was darkening. The Disruption of the Church of Scotland was impending, and when in 1843 it had become inevitable, Dr. McCosh, in communion with hundreds of other ministers, surrendered his living. He at once proceeded to organize in his old parish a congregation of the Free Church, into which over eight hundred of his former parishioners followed him. He also rendered great service at this crisis by organizing new congregations, providing them with preachers, raising money and getting sites for the erection of new churches. 'A good horseman,' says one of his best newspaper biographies,²

¹ *Disruption Worthies: A Memorial of 1843*. Edinburgh and London, 1881. The sketch of Dr. McCosh, written by Professor George Macloskie, is found on pp. 343-348.

² *The Scotsman*, Edinburgh, November 19, 1894.

'he rode long distances from place to place and preached in barns, ballrooms or fields, as was found necessary.' In 1843 and the following year he was a member of one of the deputations appointed by the General Assembly to visit various parts of England and arouse Non-Conformist interest in the position of the Free Church. In 1845 he was married at Brechin to Miss Isabella Guthrie, daughter of the physician, James Guthrie, and niece of Thomas Guthrie, his friend in his early ministry at Arbroath.

"In this round of active life, with all its details and distractions, he kept alive his philosophical thinking, and in 1850 published at Edinburgh his 'Method of the Divine



GYMNASIUM AND OBSERVATORY

Government, Physical and Moral.'¹ It was most favorably reviewed by Hugh Miller and commended by Sir William Hamilton. It brought him at once into prominence as a philosophic writer of thought and clearness.² The story goes that Earl Clarendon, then

¹ "No sooner did McCosh's heavy though pleasant labor in founding congregations of the Free Church relax a little, than he began the composition of *The Method of the Divine Government, Physical and Moral*. During the period of writing the author received much encouragement from his intimate College friend, William Hanna. It was he, likewise, who aided in the work incidental to publication. The author showed his book in manuscript to Dr. Cunningham and Dr. James Buchanan. Both approved, and the latter suggested some changes which were adopted. The volume was published in 1850, and through Dr. Guthrie copies were sent to the two Scotchmen then most eminent in the world of abstract thought, Sir William Hamilton and Hugh Miller. The former announced his decision at once: 'It is refreshing to read a work so distinguished for originality and soundness

of thinking, especially as coming from an author of our own country.' Hugh Miller said in the *Witness* that the work was of the compact and thought-eliciting complexion which men do not willingly let die. The first edition was exhausted in six months. An American edition was published very soon afterward, and that, too, sold rapidly. The book passed through twenty editions in less than forty years and still has a sale in both Great Britain and in America. Time, therefore, may be said to have passed its judgment upon the *Divine Government*."—*Professor W. M. Sloane's Life of McCosh*.

² "The real importance of Dr. McCosh's work in philosophy was to a great extent obscured during his life by a certain lack of appreciation of which he occasionally complained. 'They won't give me a hearing,' he would say somewhat

Lord Lieutenant of Ireland, sitting down to read a copy one Sunday morning, became so absorbed in the book that he missed going to church, and read on till evening with-

mournfully. And then he would cheer up under the assuring conviction that realism, as it was the first, would also be the final, philosophy. Dr. McCosh's position in philosophy suffered during his life from a kind of reaction against the Scottish school, which had set in with Mill's destructive criticism of Hamilton. It was also materially affected by the strong movement in the direction of evolutionary empiricism, of which Herbert Spencer was the exponent and leader. The dogmatic and positive tone of Dr. McCosh himself had doubtless something to do with the tendency to undervalue his work. There are other circumstances which must not be overlooked in estimating the value of Dr. McCosh's philosophy. It scarcely ever happens that a man is the best judge of his own work or that the things on which he puts the greatest stress possess the most permanent value. Much of Dr. McCosh's work is of a transitional character. His whole attitude toward evolution, for example, is that of a transitional thinker, and although hospitable to the new, maintains, on the whole, the old points of view. Dr. McCosh, it may be said, accepted evolution provisionally, but he could scarcely be called an evolution thinker. Again, it is true of Dr. McCosh, as of most other men, that the principle and content of his work must be distinguished from the form in which he embodied it. Generally it is a failure to distinguish the principle from the accidental form that constitutes one of the greatest limitations of any thinker. This is certainly true of Dr. McCosh. The essence of all his doctrines was so associated in his mind with a certain mode of conceiving and stating them as to make the form seem essential to the doctrine. An example of this is his theory of natural realism in the sphere of perception, in which a certain mode of apprehending the object was deemed essential to the assertion of reality itself. Leaving out of view, however, accidental features and elements of a merely transitional character, it seems to me that Dr. McCosh has contributed several elements of distinct value to the thinking of his time. One of these is to be found in his treatment of the intuitions. At the time Dr. McCosh first became interested in the problems of speculation, Intuitionism had suffered a kind of eclipse in the writings of Sir William Hamilton, whose attempt to combine Scottish epistemology with Kantian metaphysics had resulted in a purely negative theory of such intuitive principles, for example, as causality. Dr. McCosh harked back to Reid and reasserted the pure Scottish position against the unnatural hybrid of the Hamiltonian metaphysics. But he is not to be regarded as simply a reasserter of Reid. His wide acquaintance with the history of philosophy, as well as his keener faculty of criticism, led to a more careful and discriminating analysis of the intuitive principles of the mind as well as to a more philosophical statement of them. He also connected them with the three epistemological functions of cognition, judgment and belief, in such a way as to bring them into closer relation with experience, and by recognizing a distinction between their cognitive and rational forms to admit the agency of an empirical process in their passage from the singular to the more general stage of their apprehension. Of course, where the reality of intuitive principles is denied Dr. McCosh's interpretation of them will not be appreciated. But inas-

much as the affirmation of native elements in some form is likely to continue, the contribution of Dr. McCosh to intuitional thinking is likely to be one of permanent value. The one point on which Dr. McCosh was most strenuous was that of realism. He had a kind of phobia of all idealistic or phenomenal theories. This rendered him somewhat unduly impatient of these theories, and they sometimes received scant justice at his hands. But whatever his failings as a critic there was no ambiguity about his own point of view. He was the doubtless kind of a realist, ready at all times to break a lance in defence of his belief. Here as elsewhere, in estimating the value of Dr. McCosh's work, it is necessary to observe the distinction between the principle and the form of his doctrine. Perhaps few thinkers at present would accept the unmodified form of his realism. But the positions he had most at heart, namely, that philosophy must start with reality if it would end with it, and that philosophy misses its aim if it misses reality and stops in the negations of positivism or Kantism; these are positions which a very wide school of thinkers have very much at heart. Dr. McCosh's realism is a tonic which invigorates the spirit that comes into contact with it and disposes it to any sort of indolent acquiescence in a negative creed. In harking back to Reid, Dr. McCosh was recognizing intellectual kinship in more ways than one. The spirit of Reid, while pretty positive and dogmatic, was also inductive and observational. Reid hated speculation, and would not employ it except at the behest of practical needs. Dr. McCosh was a man of kindred spirit. His distrust of speculation amounted at times, I think, to a positive weakness. But his shrewd common sense, combined with a genius for observation and an intense love of fact, constituted perhaps the most marked quality of his mind. It has kept his work fresh and interesting, packed his books with new and interesting facts and shrewd observations and has made them rich treasure-houses for those who come after him. This is especially true in his psychological work. Here, where on account of the rapid advance of psychology in both method and content, the results of his generation of workers are fast becoming inadequate to the new demands, it ought not to be forgotten that Dr. McCosh was almost the pioneer of a new departure in psychology in this country; that his was the most potent in the advocacy of that marriage of the old science of introspection with physiology, out of which the new physiological psychology arose; that his example was potent in advocating the substitution of an observational for a closet psychology, and that while he contributed little to experimental results, the influence of his spirit and teaching was strongly favorable to them. Perhaps in the end it will be seen that Dr. McCosh rendered his most lasting service in the sphere of religious thought. In view of the tendency in many quarters to divorce philosophy from religion and insist that philosophy has no legitimate interest in the problems of religion the attitude of Dr. McCosh is reassuring. That the problems of religion are the supreme and final questions in philosophy, and that no philosophy is adequate that is unable to find some rational justification, at least, for a theistic view of the world; these were points on which he insisted as cardinal. Dr. McCosh was a profound thinker

out stopping, and soon after offered Dr. McCosh the Chair of Logic and Metaphysics in the newly founded Queen's College, in Belfast. Dr. McCosh accepted the offer, removing to Belfast in 1852, and continuing there until he came to Princeton. His class-room was notable in many ways—for his brilliant lecturing, his interesting method of questioning, his solicitude for his students and their enthusiasm for him. Besides fulfilling his regu-



SCHOOL OF SCIENCE, BIOLOGICAL LABORATORY AND DICKINSON HALL

lar duties, he served as an examiner for the Queen's University of Ireland, as a member of the distinguished Board of Examiners who organized the first competitive examinations for the Civil Service of India, and as an examiner for the Furgusson

who saw clearly the necessity of a metaphysical groundwork of both morals and religion. His own theistic conviction was at all times firm and unclouded. But aside from the form of his individual beliefs his insistence on the questions of God's existence and man's relation to Him as the vitalest issues of philosophy, contains an important lesson for the time. In this connection, also, his relation to the evolution theory is noteworthy. It was in the religious aspect of this theory, and especially its bearing on theism, that he was most vitally interested. He early saw that a theistic conception of development was possible, and this prevented him from adopting the view of its extreme opponents and condemning it as necessarily atheistic and irreligious. He maintained the possibility of conceiving evolution from a theistic basis as a feature of the method of Divine government, and this led him to take a hospitable attitude towards the evolution idea, while at the same time it enabled him to become the most formidable critic of evolution in its really

atheistic and irreligious forms. This treatment of the problem of evolution by a religious thinker possesses more than a transitional value. It correctly embodies, I think, the wisest and most philosophical attitude which a religious mind can take towards the advances of science during that period of uncertainty which ordinarily precedes the final adjustment of the new into the framework of established truth. On the question of Dr. McCosh's originality, I think this may be said: While it is true that he has added no distinctively new idea to philosophy, yet his work possesses originality in that it not only responded to the demands of the time, but also bears the stamp of the author's striking and powerful individuality. The form of Dr. McCosh's discussions is always fresh, characteristic and original. He was an original worker in that his work bore the stamp of his time and personality and constituted part and parcel of the living energy of his generation."— *Professor A. T. Ormond.*

Scholarships, open to graduates of Scottish Universities.¹ In 1858 he visited the principal schools and Universities of Prussia, carefully acquainting himself with their organization and methods and publishing his opinions regarding them in 1859. It was at Belfast he brought out his 'Examination of Mr. J. S. Mill's Philosophy,' 'Typical Forms and Special Ends in Creation' (in conjunction with Professor George Dickie), 'The Intuitions of the Mind,'² and 'The Supernatural in Relation to the Natural.' In his church relations he was both an active promoter of evangelical piety and an efficient helper in ecclesiastical counsels. He helped to organize the Ministerial Support Fund of the Irish Presbyterian Church,



CHANCELLOR GREEN LIBRARY

seeking to evoke liberality and self-support in view of the coming disendowment. In the face of much opposition he advocated giving up the 'Regium Donum.' Arguments he used in this discussion were afterwards influential with Mr. Gladstone in connection with the disestablishment of the Church of Ireland.³ He advocated a system of intermediate

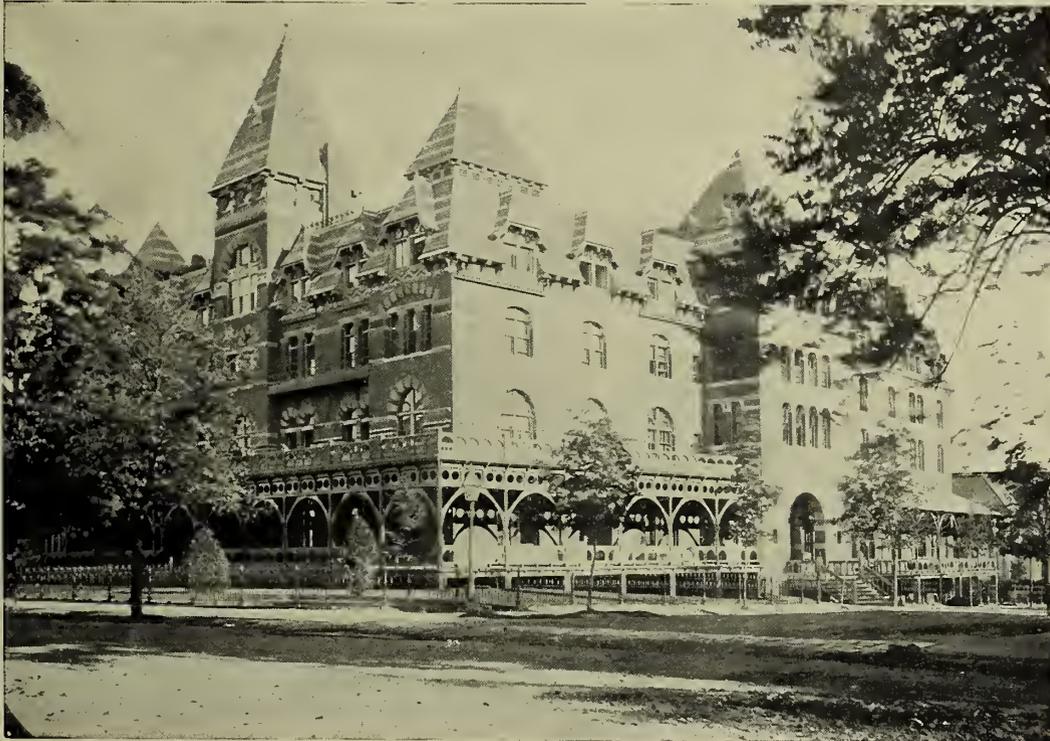
¹ The *Northern Whig*, Belfast, November 19, 1894.

² "The positive characterization of modern Princeton must begin with a description of its dominant mode of thinking, which is the philosophical. This is one of our many inheritances from Dr. McCosh. So habituated to this habit of mind is the Princeton teacher, that he hardly realizes the strength of this prevailing tendency. A Harvard man is apt to measure things by literary standards, and a Harvard graduate who comes as an instructor to Princeton is apt to be surprised to find how pervasive and all but universal is this philosophical temper here. It is this cast or mode of thinking, rather than strict uniformity in philosophical beliefs, which is the most striking feature of the University's intellectual life. Traditionally Princeton is committed to a realistic metaphysics as opposed to agnosticism, materialism or

idealism. The far-reaching importance of the last is, indeed, admitted, but the maturer judgment of Princeton's philosophers inclines to the acknowledgment of 'a refractory element' in experience, which, while 'without form and void,' unless enmeshed in the categories of Reason, refuses 'wholly to merge its being in a network of relations.' They prefer, therefore, to admit the existence of an impasse to a complete intellectual unification of the universe, than to purchase metaphysical unity at the cost of surrendering the judgments of common sense, and at the risk of discovering that the hoped-for treasure is but dross at the last."—*Professor W. M. Daniels, The Critic, October 24, 1896.*

³ "The ecclesiastical condition of Ireland was at that time anomalous; the rich Episcopalian minority being sustained as an Established Church, a sop thrown to the Pres-

schools to prepare for higher institutions of learning, and particularly labored for the great cause of a general system of national elementary schools. His own pupils attained marked success in the examinations for the Civil Service and some of them became very eminent, one of them being Sir Robert Hart, the present chief of the Chinese Customs Service. He was not a man who could be hid, and so there is little to wonder at in the distinction he earned, whether evidenced by the respect of men like Chalmers, Guthrie, Hugh Miller, Sir William Hamilton, Dean Mansel, the present Duke of Argyll, and Mr. Gladstone, the kindly humor of Thackeray or the flings of Ruskin and sharp rejoinders of John Stuart Mill.



UNIVERSITY HALL

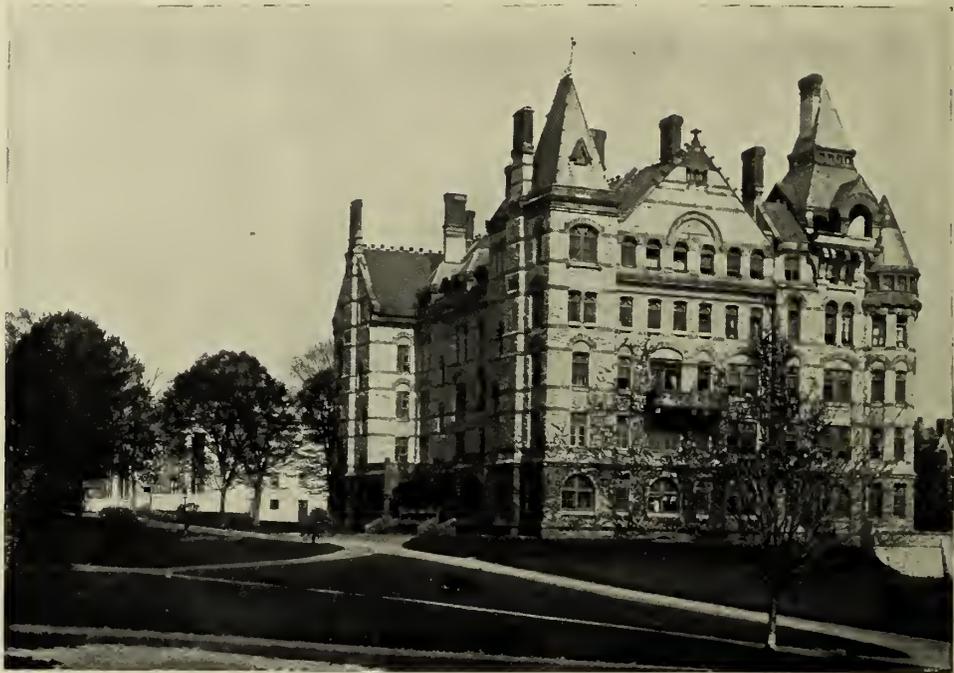
“Dr. McCosh paid his first visit to America in 1866, receiving a hearty welcome. In June 1868, he was called to the Presidency of Princeton. He accepted the call after due deliberation, and arrived at Princeton, October 22, of the same year. The story of the low condition of Princeton at that time, consequent upon the Civil War, does not need to be told here. So far as equipment and numbers can speak the tale is soon told. Excepting a few Professors’ houses, there are now on the campus only six buildings which were owned by the college when Dr. McCosh arrived. They are Nassau Hall, the old President’s (now the dean’s) house, the old Chapel, the College offices, East College and

byterian middle-class minority in the shape of a *regium donum*, or partial endowment, which helped them to acquiesce in the wrong done to the Roman Catholic majority, who were poor and left out in the cold. When the right time arrived, Dr. McCosh lectured and wrote in favor of Disestablishment and Disendowment, and argued from his experience in Scotland

for the inauguration of a Sustentation Fund by the Irish Presbyterians. This was the opening of a struggle which ended in the carrying out of all his views greatly to the furtherance of religion, as the people of Ireland now confess.” — *Professor George Macloskie in Sloane’s Life of McCosh*, pp. 120, 121.

West College. There were but sixteen instructors in the Faculty, and about two hundred and fifty students.

"The institution was depleted, salaries were low, and academic standards had suffered, both in the way of scholarship and discipline. It had been a discouraging time in Princeton's history, and the self-denial of President Maclean and the band of Professors who went with the College through the war, has been only too slightly appreciated. The writer entered Princeton as a Freshman in January 1870, when the beginnings of Dr. McCosh's power were being manifested. His influence was like an electric shock, instantaneous, paralyzing to opposition and stimulating to all who were not paralyzed. Old students were taken in hand and throttled after a hard struggle, outdoor sports and gym-



WITHERSPOON HALL

nastics were developed as aids to academic order, strong Professors were added, the course of study was both deepened and widened, the ever-present energy of Dr. McCosh was daily in evidence, and great gifts were coming in. Every one felt the new life. When the Bonner-Marquand Gymnasium was opened, in 1870, the students' cheering was enough to rend the roof. It was more than cheering for the new gymnasium—it was for the new era.

"It is not possible in this sketch to tell the story of the twenty years from 1868 to 1888, but the results may be indicated.¹ The campus was enlarged and converted into a

¹ "A member of the first class that entered Princeton under the Presidency of Dr. McCosh, I am called here to speak not for myself alone, but in the name of two thousand old pupils, who would pay the tribute of honor and love to the memory of our grand old man. We loved him because he loved Princeton. He was born in Scotland, but he was born an American and Princetonian. If you could have opened his heart you would have found Princeton written there. He was firmly convinced that his College,

with its history, its traditions and its Christian faith, was predestined to become one of the great American universities. 'It is the will of God,' he said, 'and I will do it.' A noble man, with a noble purpose, makes noble friends. Enthusiasm is contagious. Dr. McCosh laid the foundation of Princeton University broad and deep and strong; and he left behind him a heritage of enthusiasm, a Princetonian spirit which will complete his work and never fail. We love him because he loved truth, and welcomed it from whatever

splendid park, every detail of convenience and beauty being consulted in the transformation.¹ The old walks were replaced with something substantial, grading and planting were carried out on an extensive scale, the drainage was remodelled, and many other such things, which seem small separately, but mean so much collectively, were attended to.²

quarter of the wide heaven it might come. He had great confidence in God as the source of truth and the eternal defender of His true Word. He did not conceive that anything would be discovered which God had not made. He did not suppose that anything would be evolved which God had not intended from the beginning. The value of his philosophy of common sense was very great. But he taught his students something far more precious — to love reality in religion as in science, to respect all honest work and to reverence every fact of nature and consciousness as a veritable revelation from Almighty God." — *The Rev. Dr. Henry Van Dyke, address at Dr. McCosh's burial.*

¹ "I remember," said Dr. McCosh, "the first view which I got of the pleasant height on which the College stands, the highest ground between the two great cities of the Union, looking down on a rich country, covered with wheat and corn, with apples and peaches, resembling the south of England as much as one country can be like another. Now we see that height covered with buildings, not inferior to those of any other College in America. I have had great pleasure in my hours of relaxation in laying out — always assisted by the late Rev. William Harris, the Treasurer of the College — the grounds and walks, and locating the buildings. I have laid them out somewhat on the model of the demesnes of English noblemen. I have always been healthiest when so employed. I remember the days, sunshiny or cloudy, in April and November, on which I cut down dozens of deformed trees and shrubs and planted large numbers of new ones which will live when I am dead. I do not believe that I will be allowed to come back from the other world to this; but if this were permitted I might be allured to visit these scenes so dear to me, and to see the tribes on a morning go up to the house of God in companies." — *Life of Dr. McCosh*, pp. 195, 196.

² "We saw the need of having new recitation-rooms of a higher order, and the stately structure, of Dickinson Hall, commenced in 1869, appeared completed on the campus in 1870. There the chief lectures and recitations in the academic department have been held ever since, and there, from day to day, an intellectual gymnasium is kept up for the strengthening of the mind. Meanwhile, our students increased, and Reunion Hall, so called in honor of the reunion of the Old and New School branches of the Presbyterian Church, was begun in 1870, and finished in 1871. The Library and its contents were unworthy of the College — the number of volumes was under 30,000 — and a new Library building, I believe the most beautiful in the country, was finished in 1875, and the number of volumes is now toward 70,000. All this time Mr. John C. Green was our greatest benefactor, and his brother, Chancellor Green, was always working with him. In 1873 Mr. J. C. Green started the School of Science, the most important addition which has been made to the College in my day. Since his decease, in 1875, his wishes have been carried out most honorably and generously by his trustees; the sum contributed by his estate to the good of the College must be upward of a

million and a half, perhaps two millions. Of them, we in Princeton may say, in the language applied to Sir Christopher Wren, 'Si monumentum requiris, circumspecte.' These were the days of our prosperity, which was powerfully promoted by the wise counsels and the constant energies of the Hon. John A. Stewart and Mr. Henry M. Alexander, without whom I never could have done what I have been enabled to do. In 1875 we were all touched by the gift of \$15,000, left us by a very promising young man, Mr. Hamilton Murray, who perished at sea in the *Ville du Havre*. That sum was devoted by his brother to the erection of the hall which bears his name, and which has become the College Oratory, in which prayer is wont to be made by the students, and of which it may be said: 'This man and that man was born there.' In the same year our visiting alumni would see in old North College the beautiful E. M. Museum, constructed by Mr. William Libbey, and arranged so tastefully with geological specimens by Professor Guyot. To the same gentleman, Mr. Libbey, we owe University Hall, erected at an expense of nearly \$200,000, first used as a hotel for the friends of the College, and now as a dormitory for our students. Our numbers were increasing, and in 1876 Witherspoon Hall was built, with its elegant rooms and grand prospect, where the students have not only every comfort, but every means of refining their tastes. At this point, 1878, I have to speak with gratitude of the gift bestowed on the College and on me by my friend, the late Alexander Stewart, of the President's House, with the lovely accompanying grounds, forming the finest residence occupied by the President of any College of the world and where I have spent in comfort and elegance nine years of my life. In 1878-79 a telescope, provided by a few friends, was placed in the Observatory, which had been built in 1868 by General Halstead, and by its observations have been made which let us know something of the sun and the planets. In the same year houses were built for Professor Young and Professor Brackett and Edwards Hall was erected to give students rooms at a lower rate. In 1881-82 Mr. Henry G. Marquand erected the College Chapel, the most beautiful in America, and there the members of the College will worship on Sabbaths, and on week days for ages to come and draw down blessings on the College and its students in all future times. And now you see that biological laboratory completed, the noble gift of the Class of 1877, where experiments will continually be made by a number of our Professors to throw light on the mysteries of life. As the Marquand family had done so much for art — Mr. Frederick Marquand's Trustees having given \$60,000 for the endowment of a chair — I was determined that there should be an Art Museum for carrying out their intentions; and, departing from my usual practice, I went round to receive subscriptions, and raised \$22,000, given in the most generous manner by about a dozen contributors. The museum has been erected and has received the fine collection of pottery and porcelain promised by Dr. W. C. Prime." — *Dr. McCosh, quoted in Life of Dr. McCosh*, pp. 193-195.

The following buildings were added: The Halsted Observatory in 1869, the Gymnasium in 1869-70, Reunion Hall and Dickinson Hall in 1870, the Chancellor Green Library and the John C. Green School of Science in 1873, University Hall in 1876, Witherspoon Hall in 1877, the Observatory of Instruction in 1878, Murray Hall in 1879, Edwards Hall in 1880, the Marquand Chapel in 1881, the Biological Laboratory in 1887, and the Art Museum about the same time. The administrative side of the College was invigorated in many ways, a dean being added to the executive officering in 1883. The Faculty was gradually built up by importation of Professors from other institutions, and afterwards by training Princeton men as well.¹ Twenty-four of Dr. McCosh's pupils are now in the Faculty. The course of study was revised and made modern, without giving up the historical essentials of liberal education. Elective studies were introduced and developed, and the relating of the elective to the prescribed studies in one harmonious system was always kept in view. To the old academic course of four years, leading to the degree of Bachelor of Arts, courses leading to the degree of Bachelor of Science and Civil Engineer were added, and graduate courses leading to the University degrees of Doctor of Philosophy and Doctor of Science were organized.² The entrance requirements were improved in quality and were exacted with more firmness. The interior relations of the various departments of study to each other and to the general culture of the student were gradually better adjusted, and beginnings of specialized study founded on general culture were instituted. The use of the library was made of importance as a help to the students' regular class work. The two literary societies, Whig and Clio, were relieved of the distress under which they had suffered from secret societies by exterminating these societies, and helped in their friendly rivalry by the establishment of additional College honors open to their competition. Old classroom and chapel disorders slowly gave way before better buildings and improved instruction. Useful auxiliaries to the curriculum were encouraged, and, in particular, the President's 'Library Meeting' was started. Here, month after month, the upper classmen met in large numbers to hear some paper by Dr. McCosh, some Professor from Princeton or elsewhere, some bright alumnus or scholar attached to a University. Distinguished strangers got into the habit of coming to see the College, and such visits as those of General Grant and other American dignitaries, and of the German Professors Dorner and Christlieb, of the Duke of Argyll, of Froude and of Matthew Arnold were greatly enjoyed. And so by slowly working agencies a change in the way of growth, now rapid and now apparently checked, was taking place. The improverished small College was being renovated, uplifted and expanded. It was put on its way toward a University life.³ Its Faculty and students increased,

¹ "When I became President, the number giving instruction was ten Professors, four Tutors, two teachers, in all sixteen, besides three lecturers extraordinary. The number of Professors is now [1888] thirty-five, with three Tutors and several assistants and lecturers, in all upwards of forty. We have three Professors of Mental Philosophy, three of Greek, two of Mathematics, three of English, including Oratory, two of History and Political Science, three of Modern Languages, two of Physics, two of Astronomy, two of Chemistry, three of the Natural Sciences, including Botany, Zoölogy and Geology, three of Engineering and two of Art. We have Professors who teach the harmony of science and religion, who teach Anglo-Saxon, who teach Oratory, who teach Pedagogics, who teach Sanskrit, who teach Physiological Psychology, who

teach Physical Geography, who teach Anatomy and Psychology." — *Dr. McCosh in Sloane's Life*, pp. 206, 207.

² "Indeed the traditional university constitution — a semi-monastic life, fixed terms of College residence, adherence to old academic custom, and a hierarchy of degrees — is found nowhere in more vigor than at Princeton. The true future of Princeton lies not in the development of professional schools, nor in the pursuit of utilitarian studies, but in both the College and the graduate department is inseparably bound up with the cause of pure academic culture and learning." — *Professor W. M. Daniels, The Critic*, October 24, 1896.

³ "I think it proper to state," wrote Dr. McCosh, "that I meant all along that these new and varied studies with their groupings and combinations should lead to the formation of

until in 1888 the sixteen instructors had become a body of forty-three and the students were over six hundred. Yet this gratifying increase is not the great thing. It might have come and amounted to little more than a diffusion of weakness. But it was qualitative as well as quantitative, for the College was steadily producing men, and a body of men having an intense *esprit du corps* of great value for the future solidarity of Princeton. For Dr. McCosh not only left his indelible mark upon them singly, but fused their youthful enthusiasms into one mastering passion for Princeton as a coming University, democratic in its student life, moved by the ideas of discipline and duty, unified in its intellectual culture, open to the core. His relations with the students were intimate and based on his



MURRAY HALL

fixed conviction that upon them ultimately rested the fate of Princeton. This conviction meant more than that he saw in young men the coming men. 'A College depends,' he once said, 'not on its President or Trustees or Professors, but on the character of the students and the homes they come from. If these change, nothing can stop the College changing.' To his eyes the movement that determined everything was the movement from below upward and outward, and the business of President, Trustees and Professors was to make this mass of raw material into the best product possible—but, first of all, the material must be sound

a *Studium Generale*, which was supposed in the Middle Ages to constitute a university. At one time I cherished a hope that I might be honored to introduce such a measure. From my intimate acquaintance with the system of Princeton and other Colleges I was so vain as to think that out of our available materials I could have constructed a University of a high order. I would have embraced in it all that is good in our College; in particular I would have seen that it was pervaded with religion, as the College is. I was sure that such

a step would have been followed by a large outflow of liberality on the part of the public, such as we enjoyed in the early days of my Presidency. We had had the former rain and I hoped we might have the latter rain, and we could have given the institution a wider range of usefulness in the introduction of new branches and the extension of post-graduate studies. But this privilege has been denied me."—*Life of McCosh*, pp. 213, 214.

if there is to be success in the product. The philosopher of elemental reality¹ was never more true to his principles than just here. Given, however, a body of students of sound stock, he felt sure the desired results in their discipline and culture were obtainable by intelligent and patient treatment. First of all, as the negative condition of success, he insisted that idleness gives occasion, and nothing to develop the mind by wholesome exercise. Next on his programme came an orderly and regular course of study to be pursued by the student without faltering. Then, in order to bind all the student's life into one and place him in the right direction, he depended upon the sense of moral responsibility, quickened and energized by Christian truth.² It was a simple programme, and great as it was simple.³

"His capacity for detail was marvellous, and hence he could meet special individual needs as well as plan on the general scale. It seems as though his sanity of judgment and constant endeavor to develop normal character was the very thing that enabled him to recognize the kind and extent of departure from the normal standard in any student at any stage of development. Once he met a rather pompous undergraduate, who announced with some impressiveness that he could no longer stay in the Church of his fathers, as he needed something more satisfying, and that he felt it proper to acquaint Dr. McCosh with the great fact. The sole reply was, 'You'll do no such thing.' And so it turned out. In answer to a cautiously worded long question put by a member of the Faculty, in order to discover whether some one charged with a certain duty had actually performed it, the answer came like a shot, 'He did.' No more! How short he could be! To an instructor in Philosophy whom he wished to impress with the

¹ "The last remark by Dr. McCosh in this chapel was a memorable one. It was given several years ago on a Sunday evening in the simple religious service held here in the close of the day. He had been asked repeatedly once more to preach in the pulpit from which he had so often spoken, but had declined from a fear that he might not be able to endure the strain. This simple and less exhausting service he readily undertook. On the occasion to which I refer he read with a touching emphasis St. Paul's 13th chapter of First Corinthians, that wonderful chapter in which the apostle discourses on charity. Having ended the reading, he gave a brief analysis of its points, remarking on the great climax of the last verse, 'And now abideth faith, hope and charity, but the greatest of these is charity.' Then he announced his purpose of saying a few words on the first clause of the 9th verse, and read it slowly, and those who heard it will not forget the scene as he said, 'For we know in part,' instantly adding with an almost triumphant tone, 'But we know.'" — *Dr. James O. Murray.*

² "I should sadly fail in doing any justice to the memory of Dr. McCosh did I not lay a special emphasis on the Christian element in his administration. Amid all his high ambitions and large plans and unsparing labors for the College, he never forgot, and his Faculty was never allowed to forget, that it should maintain the character and do the work of a Christian College. He believed profoundly that education must have a Christian basis. He was loyal to all the traditions of the past, and he sought to administer the office he held in the spirit of its noble Charter. It was under his guidance that the practice of administering the Holy Communion at the beginning and close of the College year was instituted. It was to him a source of the truest joy when this beautiful chapel was reared by the generosity of its

donor. He wrote the graceful inscription on yonder tablet. In private and in public, in active co-operation with the Christian Society of the College, and in many a confidential talk with his students on the great themes of religion, he sought always to develop the Christian element in College life. I do not think he favored the idea of a College church. In fact, though a Presbyterian by deep conviction, he avoided anything which would divert attention from his own aim to make the College Christian rather than denominational. The catholicity of his spirit here was full and large. The legacy of devotion to the Christian element in college life he has left us is indeed a sacred and abiding one." — *Dr. James O. Murray.*

³ "What a figure he has been in Princeton history! I need not describe him. You can never forget him. You see him tall and majestic; his fine head resting on stooping shoulders; his classic face, with a voice like a trumpet; magisterial; with no mock humility — expecting the full deference that was due his office, his years and his work. Here is the fruit of his life: the books he has written; the College that he has built; the alumni all over the land who are his greatest pupils.

"Through a quarter of a century and more he lived among us — a stalwart man, with an iron will: no mimosa he, sensitive, shrinking and shrivelling at the touch of criticism; but a sturdy oak that storms might wrestle with but only heaven's lightning could hurt; loyal to conscience; deep in conviction; tender of heart; living in communion with God, and loving the Word of God as he loved no other book; he was the President who woke the admiration, and touched the hearts, and kindled the enthusiasm of Princeton men. No wonder they were fond of him." — *President Patton's Memorial Sermon.*

reality of the external world as against the teachings of idealism, he said with a sweep of his hand toward the horizon, 'It is there, it is there! You know it! Teach it!' Then, too, he was shrewd. In case of a student who pleaded innocence, though his delinquency was apparent to the doctor, who nevertheless wanted to be easy with him, the verdict was, 'I accept your statement. You'll not do so again.' On one occasion a visiting clergyman, conducting evening chapel service, made an elaborate prayer, including in his petitions all the officers of the



EDWARDS HALL

College, arranged in order, from the President to Trustees, Professors and Tutors. There was great applause at the last item. At the Faculty meeting immediately after the service the doctor, in commenting upon the disorder, aptly remarked, 'He should have had more sense than to pray for the Tutors.' His consciousness of mastery was so naïve that he cared little for surface disorder in the class-room, so far as his confidence in being able to meet it was involved, but cared a great deal if he found himself at a dead point in the course over which he felt he must carry the class.¹ Here the dullards, the apathetic, the drones, the light-witted

¹ "Dr. McCosh was pre-eminently a teacher. His place with Wayland and Mark Hopkins and Woolsey among the great College Presidents of America is due in no small degree to the fact that like them he was a teacher. I know that I speak the sentiments of some who hold a position similar to mine in other institutions when I say that the increase of executive duties that draws the President from the class-room is a misfortune. It would have been an irreparable loss, to be made up by no amount of efficiency and success in other directions, for Dr. McCosh to have withdrawn from the position of teacher while he was able to teach. For he

was a superb teacher. He knew what he believed and why he believed it, and he taught it with a moral earnestness that enforced attention. . . . There are teachers who handle a great subject in a great way, with no lack of sympathy or humor, and a large knowledge of human nature; who win your confidence, and stimulate your ambition; who make you eager to read, and who send you out of the lecture-room with your heart divided between your admiration of the man and your interest in his theme. Dr. McCosh was a teacher of this kind. No mere closet-philosopher was he; no cold-blooded overseer; but a teaching member of the

and especially the provokers of disorder came in for a castigation of the most interesting kind. 'Sit down, sir,' sometimes served both to suppress the tumult and at the same time waken a mind that had never been awake before. He could talk to men with a severity and a



MARQUAND CHAPEL

tone of command few would dare employ. Though the most indifferent could not fail to see he was terribly in earnest at times, they also saw his hearty and deep affection for them. 'A man of granite with the heart of a child,' is an undergraduate's estimate of the old doctor.¹

Faculty in which he sat; a man of heart as well as brain, who could feel as well as think, and who could be both hot and tender." — *President Patton's Memorial Sermon.*

¹ "In matters of administration Dr. McCosh, without being in any sense autocratic, managed to exercise a good

deal of authority. For there is no nice provision of checks and balances in the government of a College. The three estates of Trustees, Faculty and undergraduates constitute an organism that furnishes a fine opportunity for experiments in political theories. The government may be monarchical

"A pleasant picture of the impression he made on another man of simple heart and strong nature is preserved in a letter of President Mark Hopkins of Williams College, written after Dr. McCosh had visited Williamstown. It may well be inserted here. 'That visit,' he writes, is among my most pleasant recollections. It was during the summer vacation; the weather was fine, and we were quite at leisure to stroll about the grounds and ride over the hills. Riding thus, we reached, I remember, a point which he said reminded him of Scotland. There we



ART MUSEUM

alighted. At once he bounded into the fields like a young man, passed up the hillside, and, casting himself at full length under a shade, gave himself up for a time to the associations and inspiration of the scene. I seem to see him now, a man of world-wide reputation, lying thus solitary among the hills. They were draped in a dreamy haze suggestive of poetic inspiration, and, from his quiet but evidently intense enjoyment, he might well, if he had not been a great metaphysician, have been taken for a great poet. And, indeed, though he had revealed himself chiefly on the metaphysical side, it was evident that he shared largely in that happy

or republican or patriarchal. It may do its work after the fashion of the American Congress or the English Parliament. It may be unicameral or bicameral, as the Trustees choose or do not choose to put all power in the hands of the Faculty. But by the Charter of the College the President is invested with a power that belongs to no one else. He ought to be very discreet, very wise, very open to suggestion and very good-natured; but when he is sure that he is right, very resolute. I imagine that Dr. McCosh was as good a man as one could find anywhere to have so much power in his hands. He had the insight to know when the Trustees were more important than the Faculty, and when the Faculty were

wiser than the Trustees; and he belonged to both bodies. He was shrewd, sagacious, penetrating and masterful. If there had been a weatherwise man among us he would sometimes have hoisted the storm signals over the College offices, for the Doctor was a man of like passions with us all. He carried the *in loco parentis* theory of government further than some are disposed to have it carried to-day. The students loved him and he loved them. He was faithful with them; spoke plainly to them; as a father with his sons he was severe; and also as a father he was tender and kind."—*President Patton's Memorial Sermon.*

temperament of which Shakespeare and Tennyson are the best examples, in which metaphysics and poetry seemed to be fused into one and become identical.¹

"About his personality numberless stories have been gathered, illustrative of his various traits. He was the constant theme of student talk, even to his slightest peculiarities. The 'young barbarians all at play' were fond of these, and yet with reverence for him.² Who can forget some of the doctor's favorite hymns? No one, surely, who heard two of them sung with deep tenderness at his burial. Dr. McCosh gave up the Presidency June 20, 1888, passing the remainder of his days at his newly built home on Prospect Avenue. His figure was well-known



PRESIDENT'S HOUSE

among us these last years, as he took his walks in the village or out into the country or under the elms of the McCosh walk, or sat in his place in the Marquand Chapel. His interest in the College never abated. Yet he did not interfere in it after he left it. As President Patton has observed: 'He was more than a model President. He was a model Ex-President.' Nor did he lose sight of 'my boys,' his former pupils. At the annual reunions of classes it became the custom to march in a body to see him at his home. He 'knew them,' even if not always by name. Yet he would astonish many a one by recalling some personal incident that might well

¹ *New York Observer*, Thursday, May 13, 1869.

² JAMES MCCOSH
1811-1894

Young to the end, through sympathy with youth,
Gray man of learning! champion of truth!
Direct in rugged speech, alert in mind,
He felt his kinship with all human kind,
And never feared to trace development
Of high from low — assured and full content,

That man paid homage to the Mind above,
Uplifted by the royal law of Love.

The laws of nature that he loved to trace
Have worked, at last, to veil from us his face;
The dear old elms and the stately halls
His trumpet-voice. While in their joys,
Sorrow will those he called "my boys."

— *Robert Bridges*, '79.

November 17, 1894.

be supposed to be forgotten. Nearly one hundred and twenty of his pupils have followed his example in devoting themselves to the cause of the higher learning. Some of them have failed to follow the old doctor's philosophy in all its bearings, some may have diverged otherwise, but no one, I feel sure, has failed to carry away a conviction of the reality of truth and of the nobility of pursuing it, as well as at least a reverence for the Christian religion. On April 1,



M-COSH WALK

1891, his eightieth birthday occurred. It was duly honored. The day was literally given over to the old doctor. The President, the Trustees, the Faculty as a body, the students, the alumni the residents of Princeton and distant personal friends were present or represented. His last really public appearance was at the International Congress of Education held in connection with the World's Columbian Exhibition at Chicago, in July 1893. The popular interest and

the interest of education in him was such as to make him the most noted figure there. Other Presidents and institutions joined cordially in doing him honor, and in his presence at the Princeton section of the University exhibits was the occasion for a demonstration of affection from his old pupils.¹

"On Sunday, 28th, 1894, he was as usual in his place in the Chapel. It was his last appearance there. Within a day or two he gave such evidence of failing strength that his end was seen to be near. Without the stroke of disease, clear-minded to the last, at his own home, and surrounded by all his family, he peacefully passed away at ten o'clock in the night of Friday, November 16, 1894. The students whom he had never taught, but who loved him,



GRAVES OF THE PRESIDENTS (SHAFT, AARON BURR)

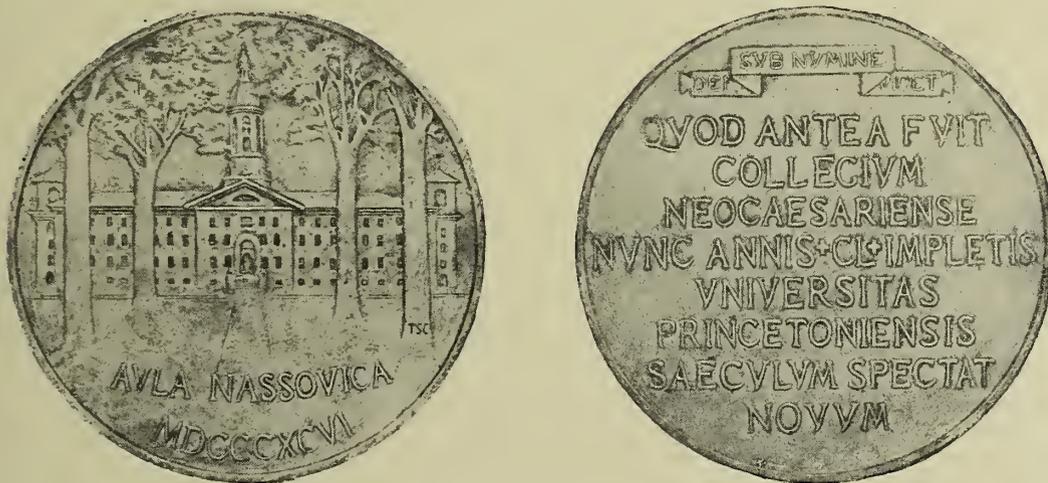
rang the bell of Nassau Hall to tell Princeton that Dr. McCosh was dead. 'Fortis vir sapiensque' is part of the epitaph of one of the Scipios. It describes Dr. McCosh. But he was more than a strong and wise man. He discerned," concludes Professor West, "so far as to distinguish between the transient and the enduring, the illusory and the real, in character, in thought, in education, and in religion. He sought and laid hold on 'the things that cannot be shaken.' And they will 'remain.' For as one of his pupils well said when we turned home from his grave, 'He was himself one of the evidences of the Christian religion.'²"

¹ See *Harper's Weekly*, April, 1891.

² "He was a great man and he was a good man. Eager as he was for the material and intellectual advancement of the College, he thought even more of its moral and religious tone. He was an earnest and able preacher, and his trumpet gave no uncertain sound. Alike in speculative philosophy and in practical morals he was always on the Christian side. He never stood in a doubtful attitude toward the Gospel and never spoke a word that would compromise its truths. So

that when I think of his long career and what he did and how he lived I am reminded of the apostle who was so consciously devoted to the service of the Gospel that he could not conceive himself as under any circumstances doing anything that would hinder it, and who said in the words that I have placed at the beginning of this discourse: 'We can do nothing against the truth but for the truth.'"
— *President Patton's Memorial Sermon.*

On the resignation of Dr. McCosh, the Trustees elected as his successor the Rev. Dr. Francis Landey Patton, Professor of Ethics in the College, Professor also in Princeton Theological Seminary. He was inaugurated on the twentieth of June, 1888. Those who, on that occasion, spoke for the Faculty and the alumni, while expressing gratitude for the past career of the College and loyalty to its "distinctly Christian basis," expressed the hope also that the name "University" would soon be adopted. "We shall be glad," said Dr. Henry Van Dyke, speaking for the alumni, "when the last swaddling band of an outgrown name drops from the infant, and the College of New Jersey stands up straight in the centre of the Middle States as the University of Princeton." The new President, sharing in the general desire, answered in his inaugural discourse the questions, "What is a University and what kind of a University ought Princeton to be?" Inheriting from the previous administration the ideal of a University and the beginning of its realization, the present President has labored with conspicuous success to make this ideal actual. The Faculty of instruction has been largely increased, the departments have



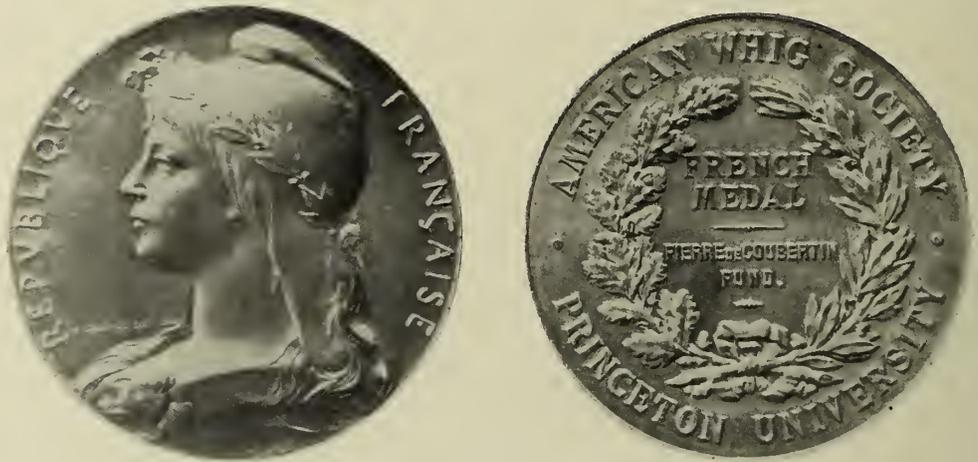
SESQUI-CENTENNIAL MEMORIAL MEDAL

been more highly organized, and additional courses for undergraduates and graduate students have been established. The number of students has risen during Dr. Patton's administration from six hundred to eleven hundred; and more states and countries are represented in the student body to-day than at any previous period. Leaving out of view the gifts and foundations which have been made in connection with the Sesqui-centennial celebration, not only have additional endowments been secured and real property of great value to the College been acquired during the past ten years, but as many as ten new buildings have been erected.

The remarkable development of the institution along the lines just indicated, during the present administration and the administration immediately preceding it, determined the Board of Trust to apply for a change in its corporate name. It was thought that the one hundred and fiftieth anniversary of the grant of the first Charter would offer a suitable occasion for the change of the name from the College of New Jersey to Princeton University, and the Sesqui-centennial celebration was projected. In this celebration the President of the United States, the Governor of New Jersey, representatives of foreign Universities and of the Universities

and learned Societies of the United States united with the President, the Trustees, the Faculty, the patrons, the alumni and the undergraduates of the College, and the citizens of Princeton in commemorating with joy and gratitude the great and beneficent career of the College of New Jersey. The appropriateness of the celebration and the propriety of the new name were cordially and unanimously acknowledged. The addresses during the celebration as well as the responses to the invitations to assist in the academic festival embodied the feeling expressed in the legend inscribed on one of the arches:

Ave Salve Universitas Princetoniensis!



THE COUBERTIN MEDAL



PRINCETON UNIVERSITY, 1896

BOOK II

PRINCETON UNIVERSITY

THERE are in this country very many small Colleges in small towns, and a number of large ones in, or adjacent to, large towns. But it happens that there is only one large institution of learning situated in a small town, and this is Princeton University. It lies deep in the green Jersey country on a wooded plateau midway between two of the greatest American cities, but quite three miles back from the main line of intercourse between them.

That may sound merely like a mild descriptive paragraph, but it has as much underlying significance in it as any statement that might be made about Princeton.

The smallness of the town the College is in, the largeness of the cities (but not one city) it is near (but not next to), the very different things these cities and the sections beyond them stand for, and the direct and indirect influences of the other distinguishing characteristics of Princeton's geographical situation, have had a tremendous influence on Princeton's history in the past, show their influence conspicuously in the development at Princeton to-day and will determine to a large extent what sort of a University it will be in the future. All of this it will be well to investigate more fully later on. First, however, it is best to look at the visible, material Princeton of to-day and see what has grown up there since Governor Belcher planted the venerable Nassau Hall, which for so long served the purposes of recitation-rooms, lecture halls, dormitory, chapel, library and the whole College of New Jersey combined—including even playground, indeed, for, in those days, students did not indulge themselves in foot-ball, which is brutal, but instead were wont to set fire to the College, fight duels and write vulgar verses.

Then, after looking at the buildings and equipments, we shall be in a better position to consider what is done with them, to examine the curriculum methods and see what kind of a seat of learning Princeton purports to be, what are her aims and ideals, and, finally, how all this is manifested in the modern Princeton life.

CHAPTER I

BUILDINGS AND EQUIPMENT

SINCE the deed was signed giving the first four-and-one-half acres of land for a College at "Princetown," and Nassau Hall and the first President's house were built, the acres have increased to between two and three hundred, composed of lawn, woodland and meadow, and on them now stand thirty-two buildings.

These include dormitories, as well as recitation and lecture halls, and museums and laboratories—in fact, all College or University buildings that are on the University campus.



JOHN C. GREEN SCHOOL OF SCIENCE

It does not include a number of other buildings, off the campus, though built for and used exclusively by the students of the College, such as two or three private dormitories, seven or eight club-houses and the University Athletic Association's property, all of which have so much to do with the student life, and therefore with educating the Princeton man, that it might not be out of place to include them in the enumeration.

Except for Nassau Hall, now generally called "Old North," which Professor Sloane of Columbia has pronounced the most historic academic building in the world, and one or two of the old dormitories, most of the important buildings have been erected since the beginning of Dr. McCosh's famous administration. Thirteen of these were added during his twenty years, ending with 1888. And almost an equal number have already gone up during this first, successful decade of Dr. Patton's Presidency.

Between 1870 and 1880 alone, the following important additions were made: The School of Science, one of the gifts of John C. Green, an alumnus; the Chancellor Green Library named after another generous alumnus; Dickinson Hall, one of the chief recitation and lecture halls; the smaller observatory; Murray Hall, the main seat of the students' religious activity; and of the dormitories: Reunion, Witherspoon, and University Hall.

And since 1880, the following have been added: Marquand Chapel, the gift of Henry G. Marquand; Alexander Hall, a very magnificent auditorium built in the Romanesque style of Western France, the gift of Mrs. Charles B. Alexander; the Biological Laboratory presented by the Class of 1877; the large Chemical Laboratory; the Isabella McCosh Infirmary; the Brokaw Memorial, erected in memory of Frederick Brokaw of the Class of 1892; the



DICKINSON HALL

Magnetic Observatory; the two new marble halls for the two secret literary societies,—Whig and Clio; and a number of new dormitories, including Blair Hall, a long, low, Gothic building which winds round one side of the campus, presented by John I. Blair, and another dormitory of the same style to be called when finished, after its donor, Little Hall.

But the most important addition of any sort for many years is the new University Library building, recently completed, which was presented by the Pyne estate of New York City. Very likely it is, as has been said, the largest and best planned library in the country, but certainly it is the most pleasing to look at. It is built in the soft perpendicular Gothic style, the most appropriate academic architecture, and forms a quadrangle like an Oxford College building. It would look quite like an Oxford College if it were a few hundred years older. It is fitted with the newest library appliances, stacks, electric elevators, interior telephones and the improved

methods of heating and ventilation. At present it is shelved for about 500,000 volumes, but it has a capacity for 1,200,000, besides offices, administration-rooms, reading-rooms, seminar-rooms, museums for rare books and collections, etc. So it will not soon overflow as was the case with the Chancellor Green library, which is now connected with the new building by a delivery room, fifty feet long and twenty feet wide, and, having been remodelled and modernized, is used as the working library of the University with the standard and the latest works in all departments. The University Library as it is now is made up of a central



HALSTEAD OBSERVATORY

library and affiliated department Libraries, such as, Astronomy, Biology, Botany, etc. It makes the most valuable of Princeton's recent additions for university work.

It is hardly worth while to go through a detailed list of all the facilities, appliances and apparatus of the institution. There are, of course, museums, with departments of Geology, Palæontology, and Archæology, a museum of Biology with an herbarium, etc.; a museum of historical art including the valuable Garrett and the equally valuable Trumbull-Prime collections. There are physical, physiological and chemical laboratories. There are two astronomical observatories and all sorts of apparatus for use in civil engineering and electrical schools. In other words, there are equipments and appliances sufficient to teach and study the following courses in their several departments under eighty professors and assistants.

CHAPTER II

THE COURSES OF STUDY

THE ACADEMIC DEPARTMENT

FIRST, because it is the oldest department, and the one still pursued by the largest number of students at Princeton, the undergraduate department of study for the Degree of Bachelor of Arts:

As at most Colleges and Universities it involves courses of study to be pursued through four years and means instruction in the three generic branches of Philosophy, Language and



ALEXANDER HALL

Literature, Mathematics and Natural Science. But, unlike the methods at some Universities, the student is by no means a free agent in his choice of courses in these three general subjects.

During the first part of the four years of instruction, nearly all the courses are planned and chosen for him whether he fancies them or not. Princeton is true to her reputation for conservatism on this point, and stipulates emphatically that "the required studies are regarded as fundamental and essential in a liberal education, and, therefore, are not left to the student's option." She will not give her A.B. degree for a semi-technical course of study or for four years youthful dilettanteism in art and music. But this does not mean

that she has no elective system. There are numerous combinations of electives, but the elective studies have to be taken in connection with a certain amount of drilling in certain fixed courses which are considered as indispensable foundations to an education in, what is there held to be, the right sense of the word. Most of these, however, the student gets through with in the early part of his course and so is more and more free as he gets older and wiser to choose for himself and work along his own lines. In short, most of the Freshman's studies are of the sort called "required," while practically all of the Senior's are "elective." But each, of course, has to have a certain fixed number of hours a week in all.



CHEMICAL LABORATORY

A Freshman's required work is in Latin, Greek, Mathematics and English. He has a chance to elect between French and German.

In Sophomore year the required studies still occupy most of his time. They include advance study in the same subjects as the year before, plus General History, Mechanics, Chemistry, Zoölogy and Botany, but the range of electives is somewhat wider than the year before, and includes various courses in Latin, Greek, Mathematics, French and German.

In these two first years it may be added, the instruction is carried on mainly by recitation and each class is divided up into from four to seven divisions, so that each man may have particular and personal attention. These divisions are made according to rank in each subject, so that progress can be made in whatever line the student displays aptitude.

In Junior year the elective system really begins. About one-third of the Junior's recitation time is specifically filled by the powers above him with required courses in Psychology, Logic, Political Economy, and Physics. The disposition of the other two-thirds of the curriculum time is his own, and he is free to fill it as best suits his taste, aptitude and future ambition. Some of the courses are open to both Seniors and Juniors, so that in Senior year he can take something he may be obliged to omit this year.

In Senior year the range of electives is still wider, the required studies being only Ethics and Evidences of Christianity, which, in an institution professedly Christian, it is eminently consistent to make required studies. And the range of elective study extends



ISABELLA MCCOSH INFIRMARY

along numerous courses in Mental and Moral and Religious Philosophy, History and Political Science, Jurisprudence and Politics, Political Economy, Archæology and the History of Art, Ancient and Modern Languages and Literatures, Mathematics and Natural Science.

Many optional courses in connection with the several departments, so arranged as not to conflict with the time allotted to the regular course of instruction, are offered for the benefit of those who wish to extend their reading along certain specialized branches. In this way the future professional man can devote as much of his leisure as he desires (besides some of his scheduled hours in electives) to laying in a good, broad foundation for his after education.

To those familiar with this system, these details will seem obvious and unnecessary, but one finds so many who do not seem to appreciate at all the principles of this system that it is well to make this somewhat elemental exposition. It is only necessary to add that as a further inducement to coherency in choice, not only general but special "honors"

are given in both the leading departments in both required and elective studies, the obvious motive being to concentrate choice upon cognate studies.

The question of how much time to spend on a young man's education and how to spend it to the best advantage is answered in many different ways, especially in a country like ours where so many young men think they are old at twenty-one years. There are some who claim that four years should be devoted to broad culture in College and then four years more, if the student is to be a professional man, in specialized instruction. Some contend for four years in College and three in professional school. Still others think that this should be reversed, three years in College and four in technical training, and many in America would waste no time at all in College but would advise a rush



BROKAW BUILDING

through a technical school and an early start at seeking success, for which they have their own definition. Princeton thinks she has a large enough clientage who want their sons to get the broadest training in Literature, Art and Science as a preparation, not merely to the study and subsequent practice of a profession, but to living. And the fact that the proportion of her graduates in the several professions is so unusually large would bear her out in this policy.

THE SCHOOL OF SCIENCE—THE VARIOUS COURSES

Even in the School of Science the training of the mind is made at least as important as the storing of it with a technical outfit to make money with. This is true, not only of the course pursued for the degree of Bachelor of Science, but of the Civil Engineering course as well. And they are both full four-years courses, not three, as at so many American Universities.

In the Bachelor of Science department a curriculum system is followed somewhat similar to that in the Bachelor of Arts department, science being made "the disciplinary substitute for the



MAGNETIC OBSERVATORY

classics;" the range of electives, however, is naturally not so wide. All candidates for the B.S. degree have the same studies in Freshman and Sophomore years without any electives.



BLAIR HALL

In the two upper years students pursuing the General Science courses have almost as much freedom of choice as the students in the A.B. department, with whom, by the way,



they have many electives in common. Those, however, in the B.S. department pursuing the specialized courses in Chemistry, etc., are somewhat more restricted. But it will not be necessary to discuss here the entire system in detail, nor the various technical studies in the civil engineering department,—though it should be understood that they are not entirely technical,—nor to give the system of study and the curriculum method in the school of electrical engineering, which is an altogether technical course, but this latter, in its last two years, is not an undergraduate course at all.

THE GRADUATE SCHOOL

Thanks to added equipment and courses, largely due to the recent sesqui-centennial munificence, the Graduate Department has quietly, and quite unknown to many, shown the



BLAIR HALL, FROM RAILWAY STATION

quickenning influence of the transition from College to University in a way to make its projectors feel that their dreams may be realized earlier than they expected. The graduate school of Princeton now offers courses in twenty departments of study and research:

Nine courses in Moral Philosophy, thirty-three in Mental Philosophy, five in History and Political Science, eight in Jurisprudence and Politics, two in Political Economy, three in Archæology and the History of Art, a large number in Greek, Latin, Sanskrit and Modern Languages, English Literature, Æsthetics; in Biblical Literature, Mathematics, Astronomy, Physics, Geology, Chemistry and kindred sciences. These are only the courses leading to the four degrees of Ph.D., and D.Sc., and M.A. and M.S. The electrical school offers a technical and professional training and is not included in the graduate school as such. None of these is a technical or professional course in the sense of preparing its students specially for

the practice of a profession, except the profession of teaching. For instance, the newly established course in Biology is not designed to prepare its students to acquire a license to practise medicine; on the contrary, it was established especially for advanced students seeking a broader foundation for their subsequent medical studies. That suggests the idea and function of all these University courses. There is not space here to go into the details of their conduct.

Ought Princeton to call itself a University?

It would be perfectly natural for the average uninformed American to say "No." If to be a University it is necessary to have at least a law school, a theological seminary and a medical College, then Princeton is not a University—and never will be. She cannot



BLAIR HALL, FROM STATION ROADWAY

have a medical school; her situation, traditions and interests are such that it is out of the question. Princeton University has no theological seminary; she cannot have one so long as the present well-known Presbyterian seminary is in existence at Princeton. The College corporation agreed to this when the seminary was founded (which, by the way,—for this is a good time to make this clear—took place in a later century than the founding of Princeton College, as was shown in Dr. De Witt's history, and is a separate organism ruled by a different corporation, with different Trustees and Faculty; and situated in a different part of the same town). As for the study of the Law, Princeton could not well offer a practical course in this subject either; there are no law courts at hand for the student to acquire the practical and technical knowledge requisite for his training. The projected School of Law is to be "A laboratory in Jurisprudence for the few,

rather than a professional training school for the many." This will not be the place for the average impatient young man who wishes to be admitted to the Bar two years from Class Day, but it will offer, on the one hand, a complete theoretical foundation for the student who can spare the time to wait for a later and greater success as a lawyer, and, on the other hand, it will supply the means of research and investigation for those who wish to devote themselves to the advanced study of Jurisprudence and kindred subjects. And this indicates exactly the idea of Princeton University. It does not aim to combine with its undergraduate courses a mart for dispensing utilitarian training for the pursuance of professions, but to be a University in the old-world, historical conception of the word, a place for the pursuance



CAMPUS, SHOWING BLAIR HALL AND OBSERVATORY

of learning for the sake of learning, science for the sake of science, a secluded spot for plain living and high thinking.

It is only within comparatively recent years that the term "University" has gained the other, more common significance, but as the latter type of University, (the combination of professional schools) is and doubtless always will be the more numerous one, it is only natural that some should at first consider Princeton's position anomalous and her claim to Universityhood presumptuous.

To be sure the number of students in the graduate department is not large as yet: the school began the year 1897-98 with one hundred and fourteen men exclusive of Fellows and the students in the electrical school. But at this time it should be remembered Princeton University was not quite one year old and naturally the number of graduate students carried over from those previously enrolled under the name of College could not be expected to be

large; and the new Gothic building for the graduate school is not yet built and the novel plan for filling it with honor men from all Colleges is not yet established.

But if Princeton College, which a good many Americans living and dead had reason to hold in high regard, began with less than fourteen students, Princeton University is not ashamed to begin its career with one hundred and fourteen names in the graduate school, which after all is one-tenth of the whole catalogue list, a fair proportion as compared with the graduate and undergraduate portions at a number of other Universities. Moreover, this type of University is not expected to depend on greatness in numbers. Naturally there will always be less demand for the kind of graduate instruction Princeton offers. It might even be said that the Princeton type is not absolutely indispensable to the nation's material prosperity, but America



CAMPUS, SHOWING ALEXANDER, REUNION AND WEST HALLS

is reaching a stage in her progress where considerations other than material are increasing. With the beginning of the twentieth century there will be more and more work for such an institution as Princeton aims to be, a great rural University made up of "a powerful and harmonious association of non-professional schools grouped around a philosophical idea."

For her kind of work Princeton seems to be peculiarly adapted in a number of ways. Although fifty miles from each of the two largest of our cities she is not in or adjacent to any city or large town. This means that she can follow pure study in academic seclusion without the disquieting interruptions of material activity. Yet, more fortunate still, she is not in an isolated or strongly marked sectionality; therefore she can pursue her own ideals of culture untainted by provincialism and uninfluenced by ephemeral cults. Although north of the Mason and Dixon line, she is near enough to the south to have drawn largely on that half of our country for many of her students who have become most prominent in our nation's history. She is in one of the old

original States, but it happens to be one that is not strongly marked enough to discolor the national character of her traditions and ideas. And though not so old as two of our other Universities, she is quite old enough to have traditions and ideals of her own which the past would lead her to consider worthy of cherishing.

IDEALS

These ideals and traditions are not what many presuppose them to be. The influences that have had most to do with moulding Princeton's spirit have been national and political as well as religious and churchly.

To be sure Princeton like the other pre-Revolutionary Colleges, was born of the necessity felt for educated ministry, but, as Professor De Witt shows, and I want to repeat, Princeton, un-



"PROSPECT" GATEWAY

like the other young Colleges, was not the College of an established church any more than it was the College of a single Colony, or of a people sprung from a single nationality. It could not be, beginning at the time and in the part of the country it did.

It was founded by mixed peoples, Friends, Scots, Southern planters and a few Puritans from New England. It was founded at a time when these mixed peoples were beginning to feel their identity and unity as Americans. And when the famous theological storm a little later swept over the country Princeton was too young and too resilient to be permanently bent in either direction.

The College was but thirty years old, and still impressionable, when a fiercer and more significant storm shook the country — the American Revolution — and this great event, in which the College took a prominent part, had more to do than anything else with shaping Princeton's early character. With one of the Revolutionary leaders — the man whose historic speech turned the tide in favor of signing the declaration — for her President, her grounds a battle-field, her one



ACROSS THE GARDENS AT "PROSPECT"

building by turns a Congress hall and barrack rooms, and her few sons taking conspicuous parts in the conflict itself, it is no wonder that the College took on a national and patriotic bias which she has never outgrown.

That is the reason she turned out during the twenty-six years of this Witherspoon's Presidency a school of statesmen, headed by Madison, such as America has not improved on since. This is the reason that half a century after the struggle was settled and over, the Trustees were obliged to make a public address disclaiming on behalf of the College any official political affiliations (just as now we have to disclaim official religious affiliation). This is the reason that fully one-tenth of all her graduates have gone into public life ever since, and this is the reason that all her sons take every possible occasion to boast of the fact that, of the thirty-



"PROSPECT," FROM THE NORTH, SHOWING PRESIDENT'S HOUSE

two College graduates in the Constitutional Convention Princeton furnished more than Harvard and Yale combined.

To be sure there did come later a distinctly theological regime, but it came long after the College had taken on its strong national character. It began during the great religious revival in the early part of the century. A Presbyterian seminary was founded at about this time, and Princeton was chosen as its site. It flourished and became famous as the fountain-head of Presbyterianism in America, and of the line of great theologians like the Hodges and Alexanders. All this gave to the older institution a strong religious character which it is still proud to own, and, also, its reputation for being a denominational College, which it is not proud to own; chiefly because it does not own it. It is not a Presbyterian institution. It never has been. There is no denominational creed taught in the University. There never was. There is no denominational discrimination of any kind. There could not be even if desired. Even the original Charter provides specifically "that no person be deprived of any of the

privileges of the said College on account of any speculative principles of religion, but those of every religious profession shall enjoy equal privileges and advantage of education in said College" — a wonderfully liberal note for those days. In fact religious freedom was one of the motives in the College's founding and this Charter was the first and for years the only document in America guaranteeing religious liberty in academic matters. This is another point of history to which Princetonians are given to recurring — notwithstanding Dr. O. W. Holmes's delicious line about Jonathan Edwards.

But — to refer to the matter once more and then drop it — it should be borne in mind that among the Trustees, as among the Faculty, there are and always have been adherents of the various church sects — and to show that the student is not made a Presbyterian it is only necessary to



BROWN HALL

mention, for instance from among the Episcopalians, the names of such famous Bishops as, Meade, McIlvaine, Hobart and Johns, from the alumni lists of Princeton.

But all this is not to say that Princeton is not religious and Christian. She is as strongly Christian as she is non-sectarian. Believing that the broadest culture means "the best that has been thought and said in the world" Princeton would not exclude religion from her outfit even if she did not believe very strongly in including it for positive reasons as well.

"As Princeton faces the problems of metaphysics, her temper is theistic and realistic. Toward the questions of jurisprudence, politics, and economics her attitude is ethical. In the sphere of science this temper appears as the spirit of inductive reasoning, which though severely laborious in its examination of facts, manages to arrive at something beyond facts. In the spheres of literature and art it appears as the conviction that these studies are worth most as expressions of the ever-struggling human spirit striving to utter itself with nobility and beauty. In the presence of the truths of Christianity it appears as clear faith." — *Andrew Fleming West, Class of '74.*

CHAPTER III

THE STUDENT LIFE

TO many good people undergraduate life means what "College students" do out of classroom. It suggests more or less humorous pranks, queer customs and intercollegiate foot-ball. Life in New York City signifies obviously more than how New Yorkers amuse themselves out of business hours. And so, though athletics and College colors and the programme of class day are included in undergraduate life, and are interesting sometimes to tell about, they



DOD HALL

are really only the incidental excrescences of the life itself which means something deeper and more metaphysical and is worthy of serious consideration.

It could be shown, I think, that each distinctive characteristic that has been mentioned above, as differentiating Princeton from other institutions of learning, finds recognizable expression in the student life of to-day. The first thing to be said about the life at Princeton is that there is no other kind of life. This is an obvious corollary of its geographical peculiarity, mentioned several times already and to be referred to several times again. It is a large College in a small town. What there is of the town serves as little more than a setting for the College. It exists only for the College and on it, and would cease to live if the College died, or would fade away to a few lonely houses along one forlorn street, like Kingston a little further down what was formerly the old stage-coach route, but now quite off the line of travel between the two great cities. There are no theatres or like distraction. There is but little social life in the town, and that little is within the academic circle and so does not distract from the distinctly

undergraduate interest. Trips to the city are long, inconvenient and expensive in "cuts" and money, and the undergraduate never has enough of either of these. Trenton is not far away, and some go there; but the trains from the Junction are infrequent at night. Few even go home over Sunday, partly because seven-eighths of the student-body do not live in the immediate vicinity, as at so many large Universities in America, and partly because they would not want to any way. In short, the students, who all, or almost all, live upon the Campus within shouting distance of each other, are thrown, not partially, but entirely on each other and their own resources for their recreations and amusements, and upon the College's own traditions and notions for their more serious, between-hour influences.



PHILADELPHIAN SOCIETY AND MARQUAND CHAPEL

The next thing to be said is, as just suggested, that the undergraduate body comes more representatively from all over the country than is the case at the other Colleges. For that reason its traditions and notions can be kept robust and pure. The rural village happens to be so situated, as was pointed out before, that no one section furnishes the bulk of the names in the catalogue, and therefore no one point of view or habit of mind has ever been able to prevail. No one sort of home-inherited prejudices has ever come in great enough numbers to obtain ascendancy. The fresh carloads of students do not affect the spirit of the place so much as the old spirit affects the fresh students. They eat, drink and sleep in a very permeating atmosphere, and it is a matter of but a few weeks before the Freshman changes from a New York or New Orleans lad studying at Princeton, to an exuberantly patriotic Princetonian whose family lives in New Orleans or New York. There is no life but the Campus life, and it

has been growing rich in customs and more pronounced in tone for a century and a half among some old brown buildings whose stone steps are grooved by the feet of many generations of Princetonians.



MARQUAND MEMORIAL WINDOW, MARQUAND CHAPEL



DODGE MEMORIAL WINDOWS, MARQUAND CHAPEL

This is enough to account for the Princetonian's seriousness in his College spirit, his seriousness in class feeling, his extreme seriousness in athletics, his enthusiastic devotion to his College friends and his apparently disproportionate grief at leaving it all at the end of four years.

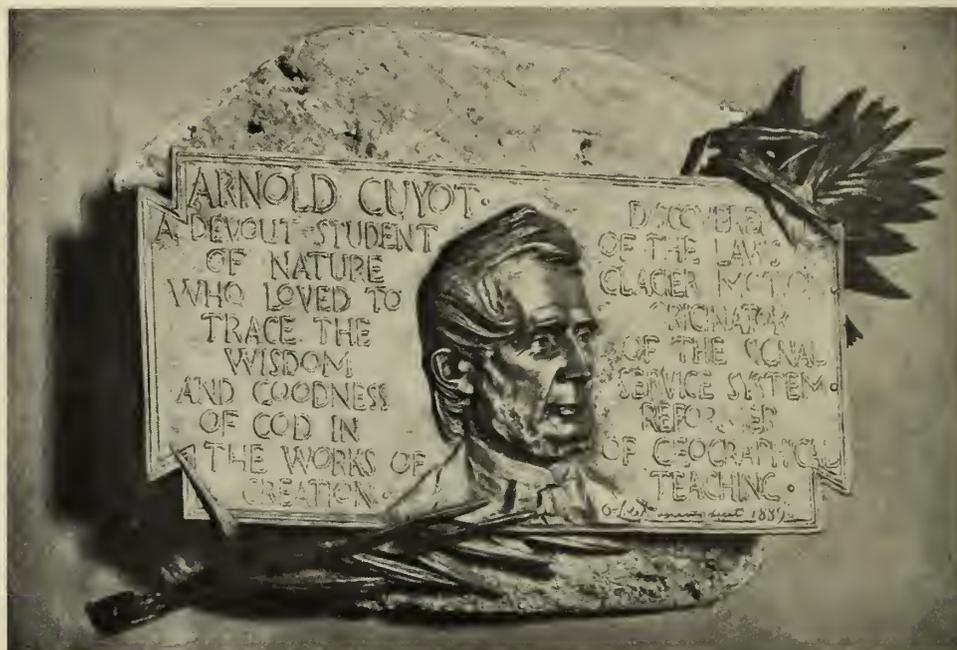
And this makes it easier to understand the Princeton Undergraduate life: With a strong, untainted tradition back of him, an enthusiastic love for his College in him, and the noise of the outside world reaching him only as an echo beyond, it is not so surprising that he goes on living year after year, with hardly any change or self-consciousness, the same undergraduate life which otherwise the College would have outgrown and found absurd long ago. This is the reason the Sophomore wears strange headgear and the Freshman looks upon it as an enviable thing to do. This is the reason the Seniors sing on the steps of Old North in spring term and the Juniors, who stretch out under the elms with the rest of the College, never dream of usurping that sacred seat and function until the night of graduation day. This is the reason every class steals the bell-clapper, and Sophomores snow-ball Freshmen and graduates put each other through the car-window when they say "Good-bye," and play horse and make unnecessary noises, and walk with a swagger and are altogether more cubbish and yawping than at much smaller Colleges. It is primitive and old-fashioned to be sure, but ninety blank did it before them and so they keep on doing it, and no one questions it any more than the ringing of curfew in Old North at nine o'clock, which does n't signify anything in particular, but the stop-



MCCOSH MEMORIAL TABLET

ping of which no one would tolerate. The same condition makes the whole student body flock down to the athletic grounds every day in the wet fall, from early in September, when the new foot-ball material is examined, to late into November, when it rounds into shape for the final contest. The same thing takes the whole University catalogue list, including the Faculty, up to New York to see this concluding big game. And it is this same thing too that has made Princeton's athletic teams worthy rivals, as Princetonians are constantly pointing out, to those of other Universities two or three

times larger. At any rate it accounts for her taking it so seriously to heart when she finds herself an unsuccessful rival. It was this same spirit of pride in the College that not long ago brought about the Honor system in examinations—suggested, introduced and managed by the undergraduates, independent of the Faculty. For as long as the Faculty tried to keep dishonesty out of examinations by the usual system of watching, there was just enough perversity in youthful human nature to keep the Faculty from entirely succeeding. It was not until the undergraduates discovered that there was one place, the University of Virginia, where the students themselves prevented dishonest methods, that it



GUYOT MEMORIAL TABLET

struck them that it was a matter of College pride, and now they have a committee that drives dishonest students out of College and most of the Professors take holidays when their classes are examined.

With what has been said it will not be hard to see why the old distinction of classes according to seniority, one of the earliest characteristics of the old academic idea, is still strictly observed at Princeton. There is one other peculiarity that encourages, or rather prevents discouragement to, keeping classes sharply separated. There are no Greek Letter Secret Societies, — at least if they exist, they are *sub rosa*, and hence can have little or no effect upon class spirit, especially as they must be made up of men who have signed along with every other matriculating student, this pledge, which is required by the Board of Trustees:

“We, the undersigned, do individually for ourselves promise, without any mental reservation, that we will have no connection whatever with any secret society, nor be present at the meetings of any secret society in this or any other institution so long as we are members of Princeton University; it being understood that this promise has no reference to the American Whig and Clisosophic Societies. We also declare that we regard ourselves bound to keep this promise and on no account whatever to violate it.”

To be sure the class feeling is not so strong as it used to be, but the distinctions are just as sharply drawn, even though there is not the bitterness that used to be engendered by Class Rushes and Proclamations and Cane Sprees and hazing, which latter has died a slow death, so strongly do some Sophomores love to cherish some customs.

Their rivalry finds expression nowadays chiefly in athletic contests, and the sympathetic alliance of the respective upper classes is manifested by the Juniors coaching the Freshmen and the Seniors the Sophomores for these contests. This patronage is bestowed with due condescension and the recipients are properly meek and grateful for it. These inter-relations, be it understood, are not laughingly maintained; they are taken very seriously. It is right that they should be.

As yet very few intimate friends are made outside of one's own class, almost none until the two upper years, when both the curriculum duties and the social system offer opportunities for interclass intimacy. Even brothers are not so liable to room together if they are in different classes. It is still a conspicuous sight to see a Freshman walking with a Senior, and both are apt to feel conscious about it. But when the classes become so large that one cannot be sure to what classes most of those he meets along the walks belong, and club rivalry increases at its present rate, it will be a difficult matter to preserve the present thorough class distinction. And then other distinctions not academic will obtain and then Democracy, upon which the College prides itself, will go entirely and never return.

But Princeton's conservatism in these matters if nothing else should

be able to keep the undergraduate world rotating on the old axis for a long time. It would be a good many years before Freshmen would cease to have certain fixed functions, such as furnishing wood for athletic victory bonfires, and it would be a still longer time before the reins of government in undergraduate politics could be taken out of Senior's hands. Nowadays, nobody, no matter how prominent or popular, but a Senior could preside at a College mass meeting. The College journalism is controlled by a certain fixed proportion from the



UPPER PYNE BUILDING



LOWER PYNE BUILDING

Senior Class, whether it is a class of any literary ability or not. The managers of the various athletic interests are invariably Seniors, just as the assistant managers have to be Juniors; in fact, they could not elect a Sophomore if they wanted to now, for the usual way has become so much the established habit of the community that it has passed into the constitution of the Athletic Association.

These things are trivial enough, perhaps, in themselves, but they have a good deal to do with shaping the young man's notions with which he goes out into life.

THE SOCIAL SYSTEM.

It is along class lines also that election to the clubs is carried on, as at many Colleges; but before discussing the social system it would be better to describe the clubs at Princeton and tell how they came into existence.

Instead of secret societies with interesting combinations of Greek letters the young Princetonian has something which he thinks possesses none of the disagreeable features of the iron-bound fraternities and nearly all of the good ones, and other and peculiar advantages



THE CASINO

of its own besides. When he tells you about his club he means first of all where he eats his meals, and also he means the set of friends who would most readily lend him money, or clothes, or advice. And if he be an upper classman and is in one of the permanent clubs it means in addition the place where he plays billiards, reads the foot-ball column after breakfast by the fireplace, gets his mail, writes his letters and lunches his friends when they come to visit him and the College. In fact, the word means much of what it does to older bachelors, except that he calls all the resident members by their first names and sees each of them three times a day.

However, the principal reason they are called "clubs" is that they are an outgrowth of the eating club or club table, which has been popular ever since the days of knickerbockers and gin slings at the sign of The Red Lion on Nassau Street. The first one was formed by some enterprising party of young colonial gentlemen who pounded on the floor with their sword canes and swore they would put up with Mistress Joline's bad ale and tough beef no longer; and accordingly started a mutual benefit arrangement where they could make their long-sentence observations and atrocious puns to their hearts' content, and still see that their shillings were being put to good use under the supervision of the steward of the group. He was probably some struggling young



IVY CLUB

man from the Pennsylvania frontier working his way through College to become a General in the Revolution or to sign the Declaration.

But this was little more than a co-operative food supplier, and it was not for a century or so that the word came to mean anything else. For there was a time when Greek Letter fraternities were tolerated, and besides there have always been the two old literary societies with the white columns, which are supposed to have more or less of a social function, which everybody joined and which drove the Greek Letter affairs out again when they perceived that their own importance was being threatened by them. But later on, when the College became so large that one could not conveniently fraternize with half of it, the need was felt for some smaller and more definite social organization to supply the bond of brotherly comradeship which every young man was



UNIVERSITY COTTAGE CLUB

bound to have. And as there is no better way of finding out what kind of a fellow a man is than by taking three meals a day with him, the eating clubs began to serve this purpose.

Generally it happened that by Junior year, sympathy and similarity of taste had reassorted these tablefuls so that during the two years of upper classdom there would

always be a number of eating clubs, larger and more important than some of the others, which were in reality strictly private affairs, membership to which was elective. These had nearly the same significance and functions, in a smaller way, as the modern group of clubs, but they did not own property, had no graduate members and were merely temporary affairs ending with their founders' College careers.



TIGER INN

But about fifteen or twenty years ago the members of a certain one of these tables decided that instead of allowing their club to cease to exist with the end of their Senior year, it would be a good idea to keep it going and have a place to come back to at Commencement and the times of the big games. So they invited a congenial crowd from the class below to join with them and to take their name, and this was the first self-perpetuating, elective club

of the modern Princeton social system. It was called the Ivy Club, and for a long time was the only one of the sort. But as the membership was very limited, while the College was doubling every few years, it was manifestly hard lines on a great many other men who thought they could appreciate such things and considered themselves good clubbable fellows, too. Others sprang up. The next one founded was the University Cottage Club and then The Tiger Inn, immediately followed by the Cap and Gown, The Colonial, The Princeton Elm and the Cannon Clubs, each of which now has a comfortable, commodious clubhouse and is prosperous and firmly established, with a seal and a Charter and a Board of Governors among the alumni, and some honorary members among the Faculty for policy's sake,—and a club pin to wear on the waistcoat, or to loan, and a long constitution with By-laws forbidding, among other things, alcoholic beverages and games of chance.



CAP AND GOWN CLUB

The active membership of each of these is about thirty undergraduates, nearly equally divided between the two upper classes, and a sprinkling of graduate students. No man can belong to but one club and they all aim to fulfil the same general wants, viz., a place for good food and comfortable lounging, and a bond of common interest for men who expect to get along well together. Most of the members are elected during their Sophomore year. There is considerable talk and speculation as to who will get into which, and it means a great deal to those who want to get in. But I do not believe that many lose sleep over it; later on perhaps they will.

There are no initiations, nor any formality when the new members are received, except a big dinner which is

attended by some of the honorary members and some of the old graduates. It quite often happens that more than one club wants the same men, and as the popularity and prominence of each is by no means invariable, disappointments are likely to occur among the electors as well as those who would like to be elected. The reason this happens is

that none of the clubs is old enough as yet to have developed any very distinctive characteristics, though one or two are trying to do so. Up to the present time they all seem to have sought for the same general qualities in the men they elect, and these are very nearly the right ones. No one is elected because he is a great athlete, or because he wins prizes of any kind, or because his family is something or did something, or because he is well known, and of course not because he is wealthy, nor for any combinations of these, but because, with some or none of them, he has that which makes him

a good, clubable, lovable fellow and a kind of a boy one likes to have around.

But there are only seven clubs of this kind and, as such a small number are elected from each class, many are not members who perhaps ought to be. In such cases they



COLONIAL CLUB



ATHLETIC CLUB

keep on eating their meals at the old table as in under classman days, or, if not enough table-mates are left, they join some other congenial crowd and make up a little informal club of their own in a couple of rooms in town. Though they miss the three-times-a-day meeting with those of their intimates who have gone to the more pretentious places, they are all good friends, as formerly and often dine together. In these small, non-permanent clubs are to be found many of the best and most representative men in the University, and the members of the larger clubs generally acknowledge this. There ought to be more of the larger clubs.

To be sure, one is more often seen on the campus with his club-mates than his other friends, because going to breakfast from Chapel and from there to the first lecture, and



FIELD HOUSE

after luncheon to the team practice, and after dinner to the rooms again, make up most of the time one is seen out of doors with any one. But some of one's intimate friends, often including one's room-mate, are in other clubs or in none. No one associates exclusively with those of his own club, except when no one else will associate with him, and such a case has no force against the object of this paragraph, which is to show that these clubs are not (as yet) snob-incubators, nor are they ornamented fetters which bind one to a small set of fellows whom one may afterward outgrow and learn to dislike, though no doubt if there were fraternities in Princeton everybody would be as enthusiastic for them as they now are against them and would consider their chapters the best in the country. Only — then it would not be Princeton.

Nearly all the clubs have property of their own, and have built houses according to their own ideas of comfort and comeliness. There are tennis courts and wide



ATHLETIC FIELD

verandahs outside and some green grass for the spring term. Within are wide halls and fireplaces to smoke around in cold weather, with dark wainscoting and tall clocks and pretty staircases and small window panes. There are lounging rooms, libraries, billiard-rooms, committee-rooms, a few bedchambers for graduates and a few private dining-rooms for special occasions. In fact, these clubs are very much like a combination of the ordinary country club and the type of chapter-house common to many Colleges,—bearing in mind that the most characteristic feature is the large dining-hall for the undergraduate members.



FOOTBALL FIELD

They have not yet introduced an undue amount of luxury, and what there is is not of the oppressive sort. It does not subdue the becoming spontaneity of the undergraduate. He scratches the polish off the furniture with his heels and yells derisively at any member who enters the room immoderately well dressed as he has always done (which some people consider an essential of the Princeton spirit) and is altogether an irresponsible, ingenuous, noisy boy, as an undergraduate should be. By dinner-time they have a good deal to say and each says it. They are not very reserved with one another. Every man at the table is given a turn at being guyed and twisted inside out and rubbed up and down by everyone else, because they consider it their duty toward him in order that he may have a more comprehensive appreciation of himself when he goes out into the world.

There are those who think that the whole club system is un-Princetonian and they would like to see it abolished. But this is not an abolishable sort of thing. It is the manifestation of

a primary or at least a secondary instinct, and if they do not have clubs they will have secret societies or something worse. As long as human nature remains human, men will be gregarious, in the first place, and in the second place, will segregate into groups. Everybody is bound to be intimate with somebody, but nobody could be intimate with two or three hundred classmates, even if he liked them all, which also would be impossible. Young men are always going to clique up into subdivisions. The three-times-a-day meeting at meal-times makes a natural and convenient basis for this subdividing. At Princeton this tendency to form friendship groups on a gastronomic basis has shown itself to be very strong, so strong indeed that all attempts at Commons have failed.



BROKAW FIELD

As soon as that principle is acknowledged there is nothing philosophically strong to urge against making these table-groups self-perpetuating, and if self-perpetuating they may as well perpetuate in comfortable houses rather than at the mercy of the Princeton landlady in her stuffy dining-room. And furthermore it would seem that the basis upon which they elect their successors is strictly the affair of those who compose the club; but it is right here that the danger lies. As a rule they have been electing men, as was already said, on very nearly the right principles; but there are exceptions. And there may be reason to fear that the exceptions will after a while cease to be exceptions. This is not the place to discuss this matter at length, but it is obvious enough that every time a man who does not deserve it is elected to a club, a great harm is done to that young man, to the club, to the rest of the College and the greatest harm of all to the future Princeton.

If election to the clubs is established on a non-representative basis, the social system will become rotten, and Princeton will have to face some of the same problems in her social condition that are making so much trouble for the friends of some other American Universities.

CHAPTER IV

UNDERGRADUATE INTERESTS AND ACTIVITIES

A GOOD deal has been said in the previous paragraphs about the life at Princeton and the main channels along which it flows. Almost nothing has been told about the manifestations of the life in the various forms of undergraduate activity. And but little will be said, as that has not been the object here and as there is but a short space left.

The literary impulse of the undergraduate world finds expression in the usual number of daily and periodical publications, in various literary clubs and reading circles, and, most important of all, in Whig and Clio Halls, the oldest academic literary societies in the country.

In the old days the two Greek Temple-looking buildings, with their secret entrance locks, used to form the social division of the undergraduate body as well as the chief literary outlets. When the magnificent new buildings with their monolith marble columns were recently com-



"JIMMY JOHNSON"

pleted on the sites of the old historic halls, it was intended that they should again assume more or less of the social significance. They do not. The billiard tables are used, but the societies exercise no influence on the social life of the College because the clubs have now usurped that function. But these secret literary societies were not designed for that purpose in the first place, but to be great and good literary nurseries; and they have been. They are very old, so old that no one can decide to the satisfaction of both societies which is the older. (It will be noticed that Professor De Witt writes "Clio and Whig"; I have said "Whig and Clio.") Whig Hall was founded by James Madison of the Class of 1771, who, it is said, cribbed a good part of the constitution of the United States from the constitution which he had already helped to compose for Whig Hall. The Cliosophic Society was founded by Patterson of the Class of '63 (but not until after graduation, I believe) — the Patterson who, with Oliver Ellsworth of the Class of '66, was the chief advocate for the State Sovereignty plan of the Constitution. The



FRESHMAN CLASS (1901) ON STEPS OF WHIG HALL

present of these literary clubs is not so active or so brilliant as their past. This is not altogether the fault of the club system; surplus youthful exuberance expends itself now in great part on athletics, which is at least better for the next generation. But the chief cause of the decline of interest in Hall work is that modern political issues are not so strong or so interesting as in the old days of Whig's and Clio's glory, when the rivalry between the two was so strong that no one would think of rooming with a man not in the same Hall. They still do a great and good work, however, notwithstanding the pessimistic wails of many old graduates who come back and tell those youths who do attend Hall how bad those are who do not. The recently established Inter-Collegiate Debating contests, at which Princeton has so far held her own very well, is having a good effect upon the Halls by way of reviving more general University interest in them.

The other outlets of the Princeton life are very much like those at other Colleges, except that the religious spirit, which is strong and robust has, instead of the regular College Young Men's Christian Association, the Philadelphian Society, so called because this was its name before the Young Men's Christian Association movement originated. It is in the spirit of the place to cling to its old names in its religious activities as well as in other spheres. It is not necessary to tell about athletics, to which Princeton devotes considerable time and money — the Faculty and friends of the College think wisely — or the manifold other undergraduate interests which together make up the life of Princeton.

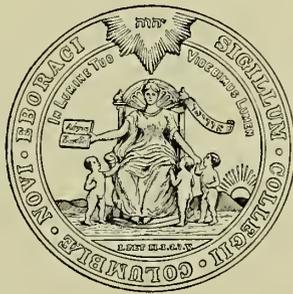
These are merely some of the facts about the place. It has not been shown why those who have been there care so much about it; but that would be pretty hard to tell. There happens to be a fine old spot with some lovable old brown buildings, which seem very new when one thinks of foreign Universities, and some shrubbery and trees and interesting walks. It happens to have had an interesting past — a romantic one in some ways. It has about the right number of students for a free, democratic system of life in rural, uninterrupted seclusion. One spends four years or so there, rubbing pretty closely and quite constantly with a number of other fellows, and then throughout the rest of his life at the mention of the name of the place — he glows.

A Princeton man's blind devotion to his College must seem amusing, almost absurd to many other collegians. To those to whom it does not seem absurd, it must seem blind at least. I have heard some complain that a Princeton man seems to complacently forget that there are other Colleges to love and feel proud about. However catholic-minded her training may make her sons in other respects, upon the question of the relative excellence and desirability of American seats of learning, Princeton turns out the most narrow-minded, bigoted lot of alumni of all the College graduates in the country.



Peter Low.

COLUMBIA



HISTORY OF COLUMBIA UNIVERSITY

By J. HOWARD VAN AMRINGE, Ph.D., L.H.D., LL.D.

DEAN OF COLUMBIA COLLEGE

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COLUMBIA UNIVERSITY

BOOK I

COLLEGE OF THE PROVINCE OF NEW YORK, IN THE CITY OF NEW YORK, IN AMERICA, OR KING'S COLLEGE

CHAPTER I

PRELIMINARY STEPS AND THE GRANTING OF THE CHARTER

ON the thirty-first day of October, one thousand seven hundred and fifty-four, George the Second, King of England, created by letters patent "a Body politick and Corporate, in deed, fact, and name," "the Governors of the College of the Province of New York, in the City of New York, in America," and ordained that, certain designated lands having been first conveyed and assured to the corporation, "there be erected and made on the said Lands a College, and other Buildings and Improvements, for the use and convenience of the same, which shall be called and known by the name of KING'S COLLEGE, for the Instruction and Education of youth in the Learned Languages, and Liberal Arts and Sciences."

It is difficult to determine at what period the design of establishing a College in New York was first seriously entertained. The Colony was settled under the auspices of a trading company and attracted, at first and for a considerable time, settlers who were chiefly intent upon the pursuit of gain. "The English who, on the transfer of the province in 1674, came in were for the most part as indifferent to learning as the Dutch had been; and even sixty-seven years afterwards there were, in all the province, to be found but ten men who had received a collegiate education. The Huguenots, and the Germans of the Palatinate, who fled hither from religious persecution were men who might, like our eastern brethren, have turned their thoughts to the foundation of a seat of learning, but their comparatively small number, and the difference of language, made

NOTE.—The minutes of the Trustees of Columbia College, original papers in the office of their Clerk, reports of the Regents of the University of the State of New York, official publications of the College, and the authorities quoted generally throughout, have been relied upon for the accuracy of statements made in the following Sketch of Columbia College and University.

I am under especial obligations to Mr. John B. Pine, of the Class of '77 and Clerk of the Trustees, for important information and suggestions, and for access to records and documents of historic value.

J. H. VAN AMRINGE.

COLUMBIA COLLEGE,
NEW YORK, March 15, 1898.

them, for a long time, strangers, as it were, in the land which afforded them a refuge. This diversity of language,—for Dutch, English, French and German, were all spoken in the province—and a corresponding difference of religion, either as to doctrine or external forms, were no doubt among the causes which so long retarded the establishment of a College in New York. For a College was, by our ancestors, rightly regarded as a religious, no less than a scientific and literary institution; and they may have found it hard to combine the heterogeneous elements of their social system in any harmonious action on a subject of such near concernment.”¹

The earliest suggestion of, and manifestation of an intent to found, a College appear to be contained in a letter written, in 1702, to the Secretary of the Society for the Propagation of the Gospel in Foreign Parts, by Lewis Morris, Governor of the Province of New Jersey, and in the minutes of the Vestry of Trinity Church. Governor Morris wrote: “The Queen has a Farm of about 32 Acres of Land, wch Rents for £36 p. Ann: Tho the Church Wardens & Vestry have petitioned for it & my Ld four months gave ym a promise of it the proceeding has been so slow that they begin to fear the Success wont answer the expectation. I believe her Maty. would readily grant it to the Society for the asking. N. York is the Center of English America & a Proper Place for a Colledge,—& that Farm in a little time will be of considerable Value,& it’s pity such a thing should be lost for want of asking, wch at another time wont be so Easily obtained.”

The petition of the Church Wardens and Vestrymen of Trinity Church referred to, was successful and, in 1702 or 1703, the farm was deeded or leased to the church. In the minutes of the Vestry for February 19, 1703, appears the following entry: “It being moved which way the King’s Farm which is now vested in Trinity Church should be let to farm. It was unanimously agreed that the Rector & Church Wardens should wait upon my Lord Cornbury, the Govr., to know what part thereof his Lordp did design towards the College which Lordp designs to have built & thereupon to publish Placards for the letting thereof at the public outcry to the highest bidder.” The records unfortunately fail to disclose Lord Cornbury’s intention.

Early in 1729, Bishop Berkley, then Dean of Derry, arrived in this country on his way from England to Bermuda to establish a College. He landed at Newport, Rhode Island, and there took up a temporary residence. Not long after his arrival, he conceived that he had made a mistake in fixing upon Bermuda as the place for his College. “He then wrote to his friends in England, requesting them to get the patent altered for some place on the American continent, which would, probably, have been New York; and to obtain the payment of the sum that had been granted him.”²

Nothing came of this proposition and no further mention is made of the subject until 1746, when an Act was passed by the General Assembly of New York “for raising the sum of £2250 by a Public Lottery for this Colony, & for the advancement of Learning & towards the Founding of a College within the same.” The Act—premising, “Inasmuch as it will greatly tend to the welfare and reputation of the Colony that a proper and ample foundation be laid for the regular education of youth, and as so good and laudable a design must readily excite the inhabitants of this Colony to become adventurers in a lottery of which the profits shall be employed for the foundation of a Colledge for that purpose,”—made the necessary provisions for a lottery. Similar laws followed, and, in

¹ President Moore’s *Historical Sketch*.

² Chandler’s *Life of Johnson*.

1751, the several sums raised by the lotteries, amounting in all to £3443, 18s. were, by the Legislature, vested in Trustees, who were authorized to receive proposals "from any of the Cities or Counties within this Colony which shall be desirous of having the said College erected within their said Cities, or Counties, touching the placing or fixing the same therein respectively." Soon after the Trustees were appointed, Trinity Church proposed to deed to them "any reasonable quantity of the Church farm (which was not let out) for erecting and use of a College." This proposal, which had apparently been in view by the Church from the time of its acquiring "the King's Farm," had doubtless a controlling influence in the selection of New York City as the site of the College.

On the fourth of July, 1753, the assembly passed a supplementary Act authorizing and directing the Treasurer of the Colony, for the time being, to pay to the Trustees "out of the monies arising by the Duty of Excise, the annual Sum of five hundred pounds, for and during the Term of Seven Years, to commence from and after the First Day of January now next ensuing;" this annuity to be apportioned and distributed in salaries.

The Trustees named in the Act of 1751, were, "the eldest Councillor residing in this Colony, the Speaker of the General Assembly, and the Judges of the Supreme Court, the Mayor of the City of New York, the Treasurer of this Colony, for the Time being, together with James Livingston, Esq., Mr. Benjamin Nicoll and Mr. William Livingston." The fact that two-thirds of the Trustees appointed were in communion with the Church of England, and that some of these were also vestrymen of Trinity Church, excited strong opposition to the scheme. Mr. William Livingston was especially prominent as an opponent of the intended College. In accounts of the controversy he is spoken of as a Presbyterian. He himself, however, in his preface to essays which he published under the signature of "The Independent Reflector," refers to the dispute between the friends and the foes of the College, to "the rancour that appear'd against the Presbyterians," and says:

"Upon reading all this fiery rage, that was so plentifully vomited against whole congregations of christians; the following questions will naturally occur to the unprejudiced reader:—what provocation was given? Was the 'Reflector' a Presbyterian? Or if he was, had all the people of that persuasion deputed him, as their head and vicegerent? Did he defend presbyterianism to the confusion of high church? The provocation that was given, is hitherto amongst the arcana of nature. The 'Reflector' has declared himself attached to no denomination; and expressly wrote against Presbyterians. The Moravians he has as expressly vindicated against the aspersions of their enemies; by which he has spoiled above fifty sermons, that might otherwise have been ended as they were begun, with sense and moderation. And for thy farther satisfaction, courteous Reader, he declares that he neither is, nor ever was, attached to presbyterianism. To the trumperies of human, artificial, political & corporeal religions, he is still less addicted: He hopes himself in short to be, what no high-church man as such ever was, nor from the nature of the thing can possibly be; a christian. A party that wants no establishment for its support; but ever flourished most, when it had establishments to encounter; & ever decayed and languished, when by the secular arm, vindicated and aggrandized."¹

It is evident from the tone of the preceding extract that the contest for and against the College became a very angry one. It was largely of a religious character, and Mr. Livingston and his associates seemed to fear a church establishment. "Whatever others

¹ Preface to *The Independent Reflector*, 1753.

may in their Lethargy & Supineness think of the Project of a Party College I am convinced, that under the Management of any particular Persuasion, it will necessarily prove destructive to the civil and religious Rights of the People: And should any future House of Representatives become generally infected with the Maxims of the College, nothing less can be expected than an Establishment of one Denomination above all others, who may, perhaps, at the good Pleasure of their Superiors, be most graciously favoured with a bare Liberty of Conscience, while they faithfully continue their annual Contributions, their Tythes & their Peter-Pence.”¹ Opposition was made to the procurement of a Royal Charter. “The Mutability of its Nature will incline every reasonable Man, to prefer to it that Kind of Government, which is both productive of the richest Blessings, and renders its Advantages the more precious, by their superior Stability. A Charter can at best present us with a Prospect of what we are scarce sure of enjoying a Day.” “That a specious Charter will be drawn, & exhibited to public View, I sincerely believe: A Trick of that kind will unquestionably be made Use of, to amuse the unattentive Eye, and allure the unwary Mind into an easy Compliance. But it will be only *Latet Anguis in Herba*, & when a copious Fund is once obtained, a surrender of the Charter may make Way for a new One, which tho’ sufficiently glaring, to detect the Cheat, will only leave us Room to repent of our Credulity.”² Establishment by Act of Assembly was urged in preference. “By this Means that Spirit of Freedom, which I have in my former Papers, shown to be necessary to the Increase of Learning, & its consequential Advantages, may be rendered impregnable to all attacks. While the Government of the College is in the Hands of the People, or their Guardians, its Design can not be perverted.” “But what remarkably sets an Act of Assembly in a Light far superior to a Charter, is that we may thereby effectually counterplot every scheme that can possibly be concerted, for the Advancement of any particular Sect above the rest.”³

The violent controversy delayed the granting of the Charter, which was, however, finally passed, as before stated, October 31, 1754. Under date of “Monday, 10 o’clock, November 4, 1754,” the Rev. Henry Barclay, Rector of Trinity Church, New York, wrote to the intended President of the College:

“On Thursday last the Charter passed the Governor and Council, and was ordered to be forthwith engrossed. On Friday, the Trustees appointed by Act of Assembly, according to order of the House, delivered in a report of their proceedings conformable to the Act, which report was signed by all but William Livingston, who objected to the report as not being complete, because no notice was taken of the proceedings with regard to the Charter, which the Governor and the rest of the gentlemen thought unnecessary. Whereupon Livingston delivered in a separate report in full, containing his famous Protest, etc. This occasioned a great ferment in the House, and issued for that day in a resolve that Livingston’s Report should be printed at large, and the affair postponed to farther consideration on Wednesday next. They had a majority of fourteen to eight, but three of our friends were absent, and it was with much difficulty that they were prevented from censuring the conduct of the Trustees and returning thanks to Livingston. We were all afraid that this would have retarded the Sealing of the Charter, and some well wishers to the thing would have consented to the retarding of it, had not the Governor appeared resolute and come to town on Saturday and fixed the Seal to it; and to do him justice, he has given us a good majority of Churchmen, no less than eleven of the Vestry being of the

¹ *The Independent Reflector*, Number xviii, March 29, 1753.

² *Id.* Number xix.

³ *Id.* Number xx.

number. There are but eight of the Dutch Church, most of them good men and true, and two Dissenters. We are, however, puzzled what to advise you as to resigning your mission. I have been with Mr. Chambers this morning, and though it be the opinion of most of the gentlemen that you ought to resign and trust to Providence for the issue of things and come away immediately, yet we would rather choose, if possible, that you should put off the resignation for a fortnight or three weeks, and come down immediately, because some are not so clear with regard to the £500 support, though others think we cannot be deprived of it. But since this conversation with Mr. Chambers we have had some glimmering light. I went from Mr. Chambers' to Mr. Watts' (who is unhappily confined with rheumatism), and met two Dutch members coming out of his house, who, as he told me, came to make proposals for an accommodation, and all they desired was a Dutch Professor of Divinity, which, if granted, they would all join us, and give the money. This I doubt not will be done unless the Governor should oppose it, who is much incensed at the Dutch for petitioning the Assembly on that head, but I make no doubt but he may be pacified. . . . "I have not time to give you a list of the Governors, nor indeed can I recollect them all. The whole number is forty-one: seventeen *ex officio* and twenty-four private gentlemen, in which number there are at present but eight of the Dutch Church, the French, Lutheran, Presbyterian Ministers, and Will. Livingston, — so that we have a majority of twenty-nine to twelve, and in these twelve are included Mr. Richards, John Cruger, Leonard Lisenard, and the Treasurer, all our good friends."¹

The granting of the Charter did not silence the opposition but turned it in another direction. Vigorous attempts were made to prevent a transference to the Governors named in the Charter of the money raised for the endowment of a College, and to establish by Act of the Assembly, a "New York College," in place of, or in distinction to, a "Trinity Church College," as, to discredit it, King's College was styled. The feeling of opposition and resentment that was still active is indicated by the following card published in the "New York Gazette or Weekly Post Boy," No. 652, July 28, 1755:

"Whereas it has been reported to the Reproach and Prejudice of David Jones, Esq., Speaker of the General Assembly, That he used his Endeavours, for the obtaining the Charter for establishing the College, with the exclusion of all Professions (but those of the Church of England) from being President; These may serve to show, that we have had great opportunities to know his Sentiments in this Affair, and never have observed or discovered, in any one Instance, his Application or Inclination, for having the Charter in the Form and Manner it now is, touching the Limitation aforesaid; but, on the Contrary, have often seen him shew his dislike thereto, and heard him declare his Opinion against it.

"WM. WALTON,
 "ELEAZER MILLER
 "WM. NICOLL
 "JOHANNES LOTT
 "PIETER WINNE
 "THO. CORNELL."

"NEW YORK, July 5th, 1755.

Advantage was taken of the arrival, in the Fall of 1755, of a new Governor-General, Sir Charles Hardy, to present to him an inflammatory address, in the hope of securing his influence against the College. "But Sir Charles received it with coldness and treated it as it deserved. On the other hand, he received the address of the Governors of the College, presented by the President, with the greatest respect and politeness. He signified that he was

¹ Beardsley's *Life of Johnson*.

desirous of seeing their subscription paper; and the next day when it was brought to him, he generously subscribed, without any solicitations, five hundred pounds for the College. This was such a disappointment and mortification to its opposers, that from that time they were silent, and gave no further molestation. Not long after the Board of Governors, who had an equitable and just right to the whole of the money raised by lottery, for the sake of peace, agreed with the Assembly that it should be equally divided between the College and the public."¹ The Act of Assembly referred to in the foregoing sentence was the Act passed December 1, 1756. It provided: (a) "That the one full and equal Moiety, or Half-part of said Monies" should be vested in the Governors of the College to be by them disposed of in their discretion, "for the Advancement of Learning in the said College." (The College received £3,202.) (b) "That the other full and equal Moiety, or Half-part of said Monies" should be employed—first, to provide, in or nigh the City of New York, "a proper Pest-House for the Reception of such Persons as may be infected with any contagious Distempers"; and second, "for the erecting a new publick Goal in the City of New York, in Lieu of that which is now in the City-Hall of the said City." (c) That five hundred pounds out of the Excise Moneys should be annually paid to the Trustees, as provided in the Act of July 4, 1753.

Though the Charter was passed in October, 1754, its delivery was delayed, "the clamour was so great," till May 7, 1755, at which time a majority of the Governors qualified by taking the oath required of them by law. At this, the first meeting of the Governors, was unanimously adopted the proposal of the Rev. Joannes Ritzema, Senior Minister of the Reformed Protestant Dutch Church, one of the Governors named in the Charter, asking for an additional Charter. Such additional Charter was granted and delivered to the Governors at a meeting held the 3d of June following, providing: "That the Dutch shall here enjoy the Liberty of their Conscience in Divine Worship and Church Discipline, . . . there may and shall be in the said College, a Professor of Divinity of the Reformed Protestant Dutch Church, for the Instruction of such Youth as may intend to devote themselves to the sacred Ministry in those Churches, in this Our Province of New York, . . . such Professor shall be from Time to Time, and at all Times hereafter, nominated, chosen and appointed by the Ministers, Elders and Deacons of the Reformed Protestant Dutch Church, in the City of New York, for the Time being, when they shall see fit to make such Nomination, Choice and Appointment, . . . provided always, such Professor, so to be chosen from Time to Time by them, be a Member of, and in Communion with, the said Reformed Protestant Dutch Church." The "Ministers, Elders and Deacons" seem to have been satisfied with the grant of an authority, which they never exercised.

At a meeting of the Governors of the College held on the 13th of May, 1755, the corporation of Trinity Church conveyed to them in fee "for & in consideration of the sum of ten shillings" "all that certain piece or parcell of ground situate, lying & being on the West side of the Broadway in the West ward of the City of New York fronting easterly to Church Street between Barclay street and Murray street four hundred and forty foot and from thence running westerly between and along the said Barclay street and Murray street to the North River." It is more than probable that the streets named in the conveyance were then merely projected and were not laid out till some years afterwards.

The "express condition" of the grant was that "the President of the said College forever for the time being shall be Member of and in communion with the Church of England as by law established & that the Morning and Evening Service in the said College be the Liturgy of

¹ Chandler's *Life of Johnson*.

the said Church, or such a Collection of Prayers out of the said Liturgy with a Collect peculiar for the said College as shall be agreed upon & approved of by the President and Governors of the said College." This condition is said to have been imposed because of a fear on the part of of the Vestry of Trinity Church that the College might otherwise have no religious character whatever.

Among the papers issued during the controversy about the College was one entitled "A brief Vindication of the Proceedings of the Trustees relating to The College. . . . By an Impartial Hand," printed and sold by H. Gaine in 1754. The "Impartial Hand" was that of Benjamin Nicoll, a lawyer of distinction in New York, one of the Trustees named in the Act of 1751, subsequently named in the Charter as one of the Governors of the College, a Vestryman of Trinity Church, and stepson of the Rev. Dr. Johnson, first President of King's College. In this, after mentioning the appointment of Trustees in 1751 and the violent attacks made upon them and the intended College, the writer says:

"Soon after, the Trustees above mentioned, took upon them the Burthen of their Office, the Rector, Church-Wardens and Vestry of Trinity Church, being willing to promote the laudable Design of establishing a College among us, made an Offer of some of their lands for that Purpose, which generous Offer, the Trustees thought worthy of Thanks; and accordingly the Chief-Justice, in their Name, thanked them for it; the Place being esteemed by all the Trustees, as the most convenient for the Purpose in the whole Government. . . . The 'Independent Reflector,' it seems, collecting from this Proposal of the Rector, Church-Wardens and Vestry, that it was very probable, as they were churchmen, and believed something of the Christian Religion, they would endeavour that something of *that* should be taught Youth, in the Course of their Education at College; . . . loudly sounded in our Ears, the terrible Dangers, the Subjects of this Province were in, from the growing power of the Church, though he all along insisted, there were ten to one against it in the Government; so inconsistent was that Author. . . . But *Mr. Reflector*, not content with this, with the air of a Dictator, proceeded to lay down Rules and Instructions for the Establishing the College in this Province; and among others, insisted, that as there were different Sects of Christians among us, Therefore, in order to give every sect an equal Interest in the College, no Religion should be taught in it; and no Form of Prayer used, but such as was appointed by the Legislature. . . . The Members of the Vestry of *Trinity Church* (who, as several of them assured me, *at first thought of no such Thing*¹) finding with what Warmth and unbecoming Zeal, they were attacked, and that this Writer was not only stiring up all the other Sects of Christians against them but also was endeavouring entirely to banish Religion from the College as much as in him lay: They then thought it their Duty, as Christians, and in Justice to their Constituents, to take at least some care, that they did not part with the Lands they were intrusted with, unless for the Interest of Religion; and therefore, I must say, I think wisely, came to this Resolution, viz: That they would not part with their Lands, but upon the conditions since mentioned in the Charter. The Vestry of the Church (as one of the Trustees, whose Veracity I can depend upon, assures me) acquainted the Trustees with this Resolution. Thus I have stated the Fact, as to this Transaction of the Members of the Vestry of *Trinity Church*, as the same truly happened; and are the only steps that I have heard, or is pretended, have been taken by them, in order to obtain a Charter; and thus

¹ These words are not italicized in the original.

much I thought necessary to relate, that it might clearly appear, how far they are to blame, and whether there was any Reason to sound the Trumpet against the Church, whatever there may be against a few particular Members of it."

The stipulations alluded to were, after the Revolution, eliminated from the Charter, but they still remain the condition of the deed of gift from Trinity Church.

CHAPTER II

THE OPENING OF THE COLLEGE—PRESIDENT SAMUEL JOHNSON

THE Act of 1751, gave no authority to the Trustees therein named other than to put at interest the sum already raised, to receive additional contributions and donations and to receive proposals as to the location of the College. The Act of July 4, 1753, appropriated an annual sum of money for the payment of instructed the Trustees masters. Accord- of November, 1753, "the Trustees wrote to Dr. Johnson, of Strat- of the Church of to be well qualified tion of Youth; and *New Haven*, a tleman, late a Tutor the College there, Business of Mas- ed Seminary." was unable to health.



SAMUEL JOHNSON

The Rev. Dr. Johnson, of Stratford, a Minister of the Church of England, known for the Education of Youth; and *New Haven*, a gentleman, late a Tutor of the College there, Business of Mas- ed Seminary." was unable to health. Samuel Johnson listened favorably to their proposals. He was one of the notable men of his time in America. He was born in Guilford, Connecticut, in 1696, was graduated from the College at Saybrook, now Yale University, and was subsequently a Tutor there for three years. He then settled in West Haven, which was then a part of New Haven, as a Congregational minister. In the course of his studies he was led to doubt the validity of his ordination as a minister. He finally became convinced that the true ordination was the Episcopal ordination, went to England and took orders as a minister of the Church of England. He then returned to this country as a missionary of the Society for the

Propagation of the Gospel in Foreign Parts, and settled at Stratford, Connecticut, in 1723. His position was a very difficult and trying one. He was at the time the only minister of his faith in Connecticut and was subjected to misrepresentation and constant attack. The dignity of his character, his extensive acquirements, his devotion to the interests of religion and learning, his equable and benevolent temper, his unfailing courtesy and fairness, the representative position to which he soon attained by his relations with distinguished men of the Church in England and their confidence in him, and his acquaintance with men of learning and standing at home, won the trust and affection of his neighbors and caused him to be generally looked upon with the highest respect and regard. The University of Oxford, England, recognized his learning and labors by conferring upon him, in 1743, the degree of Doctor of Divinity. His reputation for sound judgment and scholarship, moral worth and piety without bigotry, became extended. When the College at Philadelphia, now the University of Pennsylvania, was projected in 1749, he was solicited to take charge of it. The eminent Benjamin Franklin was especially urgent and visited him at Stratford to induce him to do so. "The Doctor [Johnson] had composed a compendium of Logic, including Metaphysics, and another of Ethics, for the better instruction of his two sons in those studies. These were printed together in an octavo volume in 1752, by Mr. Franklin, in Philadelphia, for the use of the College in that city then about to be erected, and of which Mr. Franklin, so justly celebrated throughout the learned world for his discoveries and improvements in electricity, was one of the most active promoters. On that occasion he frequently corresponded with Dr. Johnson, whom he esteemed one of the best judges of such matters in the country. He consulted him about the plan of education for the College, and urged him to undertake the Presidency of it; which proposal, although it was in many respects agreeable to the Doctor, he finally declined."¹

When he was invited, in 1753, to take charge of the intended College in New York, he hesitated long about it, but finally came to New York, by way of trial only, in April 1754. He would not, however, positively accept the Presidency till after the passage of the Charter and the consequent determination of the conditions under which the College should proceed.

Preparations were, however, made for the examination and admission of students, and the following prospectus was published in "The New York Gazette or Weekly Post Boy" of June, 3, 1754, No. 592.

"NEW YORK, MAY 31, 1754.

"ADVERTISEMENT

"To such Parents as have now (or expect to have) Children prepared to be educated in the College of New York.

"I. As the Gentlemen who are appointed by the Assembly, to be Trustees of the intended Seminary or College of New York, have thought fit to appoint me to take the Charge of it, and have concluded to set up a Course of Tuition in the learned Languages, and in the Liberal Arts and Sciences: They have judged it advisable that I should publish this *Advertisement*, to inform such as have Children ready for a College Education, that it is proposed to begin Tuition upon the first Day of *July* next, at the *Vestry Room* in the new *School-House*, adjoining to *Trinity-Church* in *New York*, which the Gentlemen of the *Vestry* are so good as to favour them with the Use of it in the Interim, till a convenient Place may be built.

¹ Chandler's *Life of Johnson*.

“II. The lowest Qualifications they have judged requisite in order to Admission into the said College, are as follows, *viz.* That they be able to read well, and write a good legible Hand; and that they be well versed in the Five first Rules in *Arithmetic*, i. e. as far as *Division* and *Reduction*; And as to *Latin* and *Greek*, That they have a good Knowledge in the *Grammars*, and be able to make grammatical *Latin*, and both in construing and parsing, to give a good Account of two or three of the first select Orations of *Tully*, and of the first Books of *Virgil's Æneid*, and some of the first Chapter of the *Gospel of St. John*, in *Greek*. In these Books therefore they may expect to be examined; but higher Qualifications must hereafter be expected: and if there be any of the higher Classes in any College, or under private Instruction, that incline to come hither, they may expect Admission to proportionably higher Classes here.

“III. And that People may be the better satisfied in sending their Children for Education to this College, it is to be understood that as to Religion, there is no Intention to impose on the Scholars, the peculiar Tenets of any particular Sect of Christians; but to inculcate upon their tender Minds, the great Principles of Christianity and Morality, in which true Christians of each Denomination are generally agreed. And as to the daily Worship in the College Morning and Evening, it is proposed that it should, ordinarily, consist of such a Collection of Lessons, Prayers and Praises of the Liturgy of the Church, as are, for the most Part, taken out of the Holy Scriptures, and such as are agreed on by the Trustees, to be in the best Manner expressive of our common Christianity; and, as to any peculiar Tenets, everyone is left to judge freely for himself, and to be required only to attend constantly at such Places of Worship, on the Lord's Day, as their Parents or Guardians shall think fit to order or permit.

“IV. The chief Thing that is aimed at in this College is, to teach and engage the Children to *know God in Jesus Christ*, and to love and serve him, in all *Sobriety, Godliness, and Righteousness* of Life, with a *perfect Heart, and a willing Mind*; and to train them up in all virtuous Habits, and all such useful Knowledge as may render them creditable to their Families and Friends, Ornaments to their Country and useful to the public Weal in their Generations. To which good Purposes, it is earnestly desired, that their Parents, Guardians and Masters, would train them up from their Cradles, under strict Government, and in all Seriousness, Virtue and Industry, that they may be qualified to make orderly and tractable Members of this Society;—and above all, that in order hereunto, they be very careful themselves, to set them good Examples of true Piety and Virtue in their own Conduct. For as Examples have a very powerful Influence over young Minds, and especially those of their Parents, in vain are they solicitous for a good Education for their Children, if they themselves set before them Examples of Impiety and Profaneness, or of any sort of Vice whatsoever.

“V. And, *lastly*, a serious, *virtuous, and industrious* Course of Life, being first provided for, it is further the Design of this College, to instruct and perfect the Youth in the Learned Languages, and in the Arts of *reasoning* exactly, of *writing* correctly, and *speaking* eloquently; and in the Arts of *numbering* and *measuring*; of *Surveying* and *Navigation*, of *Geography* and *History*, of *Husbandry, Commerce* and *Government*, and in the Knowledge of *all Nature* in the *Heavens* above us, and in the *Air, Water* and *Earth* around us, and the various kinds of *Meteors, Stones, Mines* and *Minerals, Plants* and *Animals*, and of every Thing *useful* for the Comfort, the Convenience and Elegance of Life, in the chief *Manufactures* relating to any of these Things: And, finally, to lead them from the Study of Nature to the Knowledge of themselves, and of the God of Nature, and their Duty to him, themselves, and one another, and every Thing that can contribute to their true Happiness, both here and hereafter.

“Thus much, *Gentlemen*, it was thought proper to advertise you of, concerning the Nature and Design of this College: And I pray God, it may be attended with all the Success you can wish, for the best Good of the rising Generations; to which, (while I continue here), I shall willingly contribute my Endeavors to the Utmost of my Power.

“Who am, Gentlemen, your Friend And most humble Servant.

“SAMUEL JOHNSON.

“N. B. The Charge of the Tuition is established by the Trustees to be only 25s. for each Quarter.”

THE NEW-YORK MERCURY.

Containing the freshest Advice Foreign and Domestic

MONDAY, JUNE 3, 1754

New York, May 23, 1754. ADVERTISEMENT. The Fifth Part of an Essay...

As the Gentlemen who are appointed by the Assembly, to be Trustees of the intended Seminary, or College...

The lowest Qualifications they have judged requisite in order to Admission into the said College...

And that People may be the better furnished in teaching their Children for Education to this College...

The chief Thing that is aimed at in this College is, to reach and engage the Children to enter God in their Conscience...

young Minds, and especially those of the poor, in vain are they solicited for Education...

Thus much, Gentlemen, is the proper to advertise you of, concerning the Nature and Design of this College...

N. B. The Charge of the Seminary is established by the Trustees to be only for the Education of the poor...

THE Brazillia Nations on the Confines of the Country that are bound to the Crown of Spain...

March 25. Our Advices from the West are full very mysterious: Every Person seems to preserve the public Tranquillity...

March 30. According to our private Advices from Berlin, his Prussian Majesty lately ordered all the Comary People of the Duchy of Sillesia to repair to the Town...

We have Advice from Barcelona, that the Squadron which lies in that Harbour, waiting for Orders, consist of four Men of War, four Frigates, and Three Armed Schooners.

A Letter from Paris informs us that several Councils have been lately held in the King's Presence, and that his Majesty has been understood to be many Hours in his Chamber...

Cardinal de Sorbelle and the eminent Bishop of Metzopol. The Subject under Consideration, we should imagine, is to be taken for Terms...

Last Thursday forenoon the Deposition of the Assembly of the States General had a Conference with the Princeps Government at which the Marshal Duke of Brunwick was present...

Paris, May 23. The Report of the late Person lately sent to the Senate, for his conduct as a Member of the Company, being read in Court by the King's Order, is far from being expiated...

Paris, March 25. A Report has obtained for some Days, that the Intendants of the Province of the South of France, on which it is or was the Highlands, and Religion War, have been maintained there by the Parliament with great Resolutions.

Our Advices from the East Indies respecting the Affairs of the Dutch, in the Island of Java are in a very critical Situation, on Account of some Differences between the Emperor and his Nephew...

April, (in Italy) March 25. The new Levies are continued, but not so vigorously as they have been, nor is so much Diligence used...

Genoa, (in Italy) March 15. The Grand Master of Malta has given Notice to the King of the Two Sicilies, that they need not apply to him for any Assistance...

Genoa, (in Italy) March 25. The same time, demanded that all English should be immediately dismissed. The Affairs of Corsica grow every Day more interesting...

Malta, (in Italy) March 15. News of the Satisfaction which all the Algerines have lately given his Majesty, there is no Talk of dismissing the English Squadron...

This prospectus is certainly liberal in its spirit and, for the time and under the circumstances, remarkably so. There appears to be nothing in it that could be rightly interpreted to justify the claim that the College would be conducted in a narrow spirit and for the especial advantage of members of a particular communion. The Charter indeed expressly prohibited the making of any law, ordinance or order that should "extend to exclude any person of any Religious Denomination whatever from Equal Liberty and advantage of Education, or from any the Degrees, Liberties, Priviledges, Benefits, or Immunities of the said College, on account of his particular Tenets in matters of Religion." It furthermore was so drawn as to embrace in the Board of Governors, besides other *ex officio* representatives, not only the Rector of Trinity Church in the City of New York, but also the senior minister of the Reformed Protestant Dutch Church in the City of New York, the minister of the Ancient Lutheran Church in the City of New York, the minister of the French Church in the City of New York, and the minister of the Presbyterian Congregation in the City of New York. It is perhaps due to this circumstance that Columbia, almost alone of all the pre-Revolutionary Colleges in the United States, has never had a theological Faculty connected with it.

The Charter so framed is singularly eloquent of the cosmopolitan character of New York even at that early day. The governing body of the College has never lost this cosmopolitan character. At the present time there are among the Trustees, besides members of the Episcopal Church, representatives of the (Dutch) Reformed, the Presbyterian and the Roman Catholic communions.

In the "New York Gazette or Weekly Post Boy" of July 1, 1754, No. 596, appeared the following notice:

"This is to acquaint whom it may concern that I shall attend at the Vestry Room in the School House, near the English Church, on Tuesdays and Thursdays every week, between the Hours of Nine and Twelve, to examine such as offer themselves to be admitted into the College.

"SAMUEL JOHNSON."

At the examinations here provided for, eight candidates were admitted, viz.: Samuel Verplanck, Rudolph Ritzema, Philip Van Cortlandt, Robert Bayard, Samuel Provoost, Thomas Marston, Henry Cruger and Joshua Bloomer. In the Matricula of the College, it is recorded of Robert Bayard that "after about 2 years he went into the army;" of Thomas Marston, that "after about 2 years he went to merchandize;" and of Henry Cruger, that "after about 3 years, he went to England." It is further recorded that "Samuel Martin was admitted to the 2d year and after about 2 years he went to England to study Physic."

It may be of interest to note, in passing, that Henry Cruger, who "went to England," became a successful merchant in Bristol, rose to distinction in political life and, with Edmund Burke, was chosen, in 1774, to represent the City of Bristol in the English House of Commons. "Burke, Cruger and Liberty" constituted the watchwords of the popular party at the time of the election. In Parliament, he attracted attention by his ability as an orator. On the occasion of his maiden speech, Flood, the Irish orator, asked, "Who is that? who is that? a young speaker — whoever he is, he speaks more eloquently than any man I have yet heard in the House." He boldly defended his countrymen and supported their cause. He lost his seat in the election of 1780 "because of his *attachment* to the *Americans* during the war." He was, however, subsequently returned, and remained a member until his removal to New York City in 1790. At the first senatorial election in New York after his return to this

country, he was chosen a member of the Senate of the State. He died full of years and honor in April 1827.¹

On the 17th of July, 1754, Dr. Johnson, who constituted in himself the entire Faculty, began, in the Vestry Room of the School House of Trinity Church, the instruction of the first class of what was soon to be King's College, and later Columbia University in the City of New York.

In the course of the year, the Charter was, as before noted, passed. Dr. Johnson was named in it as President; and the conditions of the Charter being, upon the whole, satisfactory to him, he accepted the office. His salary from the College was but £250, and, to make better provision for him, the Vestry of Trinity Church appointed him an assistant minister with a stipend of £150.

On the admission of a second class in 1755, an assistant to the President in instruction was provided in the person of his son, William, Master of Arts of Yale College, who became Fellow or Assistant Tutor. Father and son together conducted all the exercises of the College, to the evident satisfaction of the Governors. In the "New York Gazette" of September 1, 1755, No. 657, appeared the following item of news:—

"Last Monday, the Trustees of the NEW YORK COLLEGE, visited and examined the Pupils, belonging to that seminary, under the Care of the Revd Dr. Johnson, and were mightily well pleased with the Proficiency they had made both in their *Latin* and *Greek* studies."

The Governors of the College, at a meeting held the 3d of June, 1755, adopted the device prepared by Dr. Johnson for the seal of King's College, which continues to be that of Columbia College with the necessary alteration of name. The description here given is taken from the minutes:

THE DEVICE OF THE COLLEGE SEAL. —The College is represented by a Lady sitting in a Throne or Chair of State, with Sevrall Children at her knees to represent the Pupils, with I Peter II, 1, 2, 7v., under them to express the Temper with which they should apply Themselves to seek True Wisdom. The words are, Wherefore laying aside all Malice and all Guile, and Hypocrisies and Envies and Evil Speakings, as New-born Babes desire the Sincere Milk of the Word that ye may grow thereby &c. One of them She takes by the hand with her left hand expressing her benevolent design of Conducting them to True Wisdom and Virtue. To which purpose She holds open to them a Book in her right hand in which is [in] Greek letters ΛΟΓΙΑ ΖΩΝΤΑ, the living or lively Oracles, which is the Epithet that St. Stephen gives to the Holy Scriptures— Acts 7:38. Out of her Mouth over her left Shoulder, goes a label with these words in Hebrew Letters ORI-EL- God is my Light; alluding to Ps. 27:1, expressing her Acknowledgment of God the Father of Lights, as the Fountain of all that Light, both Natural and Revealed, with which She proposes to enlighten or instruct her Children or Pupils; whereof the Sun rising under the Label is the Emblem or Hieroglyphic, alluding to that expression Mal. IV., 2. The Sun of Righteousness arising with healing in his Wings. Over her head is Jehovah in a Glory, the Beams coming triangularly to a Point near her head, with these words around her for her Motto, IN LUMINE TUO VIDEBIMUS LUMEN— *In thy light shall we see light.*— Psal. 36:9. On the Edge around are engraved in Capitals, SIGILLUM COLLEGII REG. NOV. EBOR. IN AMERICA — *The Seal of King's College at New York in America.*"

In a list of the "Benefactors to King's College," it is stated that "Mr. George Harison presented us with the Engraving of the Seal which cost 10 Guineas."

¹ Address of Henry C. Van Schaack before the New York Historical Society, January 4, 1859.

In the summer of 1756, the funds of the institution were in such a condition that the Governors thought themselves justified in providing for the erection of a College building. Accordingly plans were prepared, submitted to the Governor General and, on his approval, were adopted by the Governors, July 13, 1756. On the 23d of August, the corner-stone was laid. The following account of the ceremony appeared in the "New York Gazette" of August 30, 1756, No. 711:

"Last Monday was laid, by his Excellency Sir Charles Hardy, our Governor, the first stone of King's College, in this City. On which Occasion the Honourable James De Lancey, Esq., our Lieutenant-Governor, the Tutor, with the students, met at Mr. *Willett's*, and thence proceeded to the House of Mr. *Vandenbergh*, at the *Common*. Whither his Excellency came in his Chariot, and proceeded with them about One o'Clock to the College Ground, near the River on the North-West Side of the City, where a Stone was prepared, with the following Inscription.

[The Latin inscription is here given.]

"In English thus

"This first Stone of this College, called KING'S, established by Royal Charter, for the Honour of Almighty GOD, and the Advancement of the public Good, both in Church and State, was laid by his Excellency Sir CHARLES HARDY Knight, the very Worthy Governor of this Province, August 23d, An. Dom. 1756.

"After the Stone was laid, a Health was drank to his Majesty, and Success to his Arms, and to Sir CHARLES, and Prosperity to the College, and to the Advancement of true Religion, Loyalty and Learning, under his Administration; Upon which the Reverend Dr. *Johnson*, President of the College, made the following short congratulatory speech in Latin.

[Here are given the Latin speech and a translation of it into English.]

"Which being done, the Governors and Pupils laid each his Stone, and several other Gentlemen, and then they returned to Mr. *Willett's*: where there was a very elegant Dinner, after which all the usual loyal Healths were drank, and Prosperity to the College; and the whole was conducted with the utmost Decency and Propriety."

The Latin inscription on the stone is not quite accurately quoted in the "Gazette" and is here given correctly. The original stone may be seen imbedded in the mantel-piece of the Trustee's Room in the Library at Morningside Heights.

HVJVS COLLEGII, REGALIS DICTI, REGIO DIPLOMATE CONSTITVTI
IN HONOREM DEI O.M. ATQ: IN ECCLESIE REIQ: PVBLICÆ
EMOLVMENTVM, PRIMVM HVNC LAPIDEM POSVIT VIR PRÆCEL
LENTISSIMVS, CAROLVS HARDY, EQVES AVRATVS, HVJVS PROVINCLÆ
PRÆFECTVS DIGNISSIMVS. AVGTI. DIE 23°, AN. DOM. MDCCCLVI.

The "Tutor" referred to in the account was Mr. Leonard Cutting, of Pembroke Hall, Cambridge, England, who replaced Mr. William Johnson in 1756, the latter having gone to England to take orders in the Episcopal Church.

In November of the following year, 1757, the small-pox prevailed in New York and President Johnson, who had accepted his office under the express condition "that he should be allowed to retire to some place of safety out of town when the small-pox prevailed," retired with his family to Westchester, where he remained more than a year. He left about thirty pupils in the then three classes, and as the Tutor, Mr. Cutting, was unable to do them all

justice, the Governors, on the 8th of November, appointed Mr. Daniel Treadwell, "a young gentleman of a very excellent character, educated at Harvard College, and recommended by Professor Winthrop as eminently qualified for that station," Professor of Mathematics and Natural History. This was the first Professorship established in the College. "Soon after this, an apparatus of good mathematical and philosophical instruments was purchased; and the Rev. Dr. Bristowe, a worthy member of the society, lately deceased, having by his last will bequeathed his library, of near one thousand five hundred volumes, to the society to be sent to the College of New York, of which Dr. Johnson is President, or to such other place or places as the society shall direct, the society directed those books to be sent and placed in this College of New York, in approbation of the generous donor's design."¹

Mr. Treadwell had begun his duties on November 1st, under an engagement with the Committee of the Governors charged with the oversight of the College during Dr. Johnson's absence. The agreement made with him was "that the said Mr. Treadwell shall instruct the two senior classes in Mathematicks and Natural Phylosophy, and the youngest class in the Latin and Greek Languages, and that he shall receive from this Board the annual stipend of one hundred pounds current money of this Colony."

The College then, for the first time in its history, grew too large for its accommodations. The Vestry Room was assigned to Professor Treadwell; Mr. Cutting, the Tutor, was obliged to take his classes in his own private lodgings, for which use of his rooms he was allowed at the rate of ten pounds per annum. At the same meeting at which this arrangement was made (November 8), as a mark of approval for his efficiency, the Governors increased Mr. Cutting's annual stipend from eighty to one hundred pounds.

The absence of the President was prolonged till March 1758. In the month of June following was held the first Commencement. It is stated in the *Matricula* that "The Commencement for graduating the first Class of Candidates, should have been on the second Wednesday in May, but for certain Reasons it was put off to the 21st day of June, 1758." The following were admitted Bachelors of Arts: Samuel Verplanck, Rudolph Ritzema, Philip Van Cortlandt, Samuel Provoost, Joshua Bloomer, Joseph Reade ("he had been educated at Philadelphia College"), Josiah Ogden and Isaac Ogden ("both had been educated in the Jersey College"). (Josiah Ogden had received the degree from the College of New Jersey in 1756, and his name is now recorded as an honorary graduate of King's or Columbia College.)

The following descriptive letter appeared in the "New York Mercury" of Monday, June 26, 1758, No. 306:

"Mr. Printer, *Please to insert the following* in your next Paper. Wednesday last being the Day appointed by the Governors of King's College, in this City, for the Commencement, I had the Pleasure of being present at the first Solemnity of the Kind ever celebrated here; which was, thro' the whole, conducted with much Elegance and Propriety. The Order of the Procession from the Vestry Room, where the College is now held, to St. Georges Chappel, was as follows: The President, with his Honour the Lieutenant Governor, who, by his Presence graced the Solemnity, were preceeded by the Candidates for Bachelor's and Master's Degrees, with their Heads uncovered, and were followed by the Governors of the College, the Clergy of all Denominations in this City, and other Gentlemen of Distinction of this and the neighbouring Provinces. After short Prayers suitable to the Occasion, the Reverend Dr. *Johnston*, the President, from the Pulpit, opened the Solemnity, with a learned and elegant *Oratio Inauguralis*.

¹ Chandler's *Life of Johnson*.

The Exercises of the Bachelors were introduced by a polite salutatory Oration, delivered by *Provoost*, with such Propriety of Pronunciation, and so engaging an Air, as justly gain'd him the Admiration and Applause of all present. This was followed by a metaphysical Thesis, learnedly defended by *Ritzma* against *Ver Planck* and *Cortlandt*, with another held by *Reed*, and opposed by two *Ogdens*. The Bachelors Exercises were closed by a well-composed, genteel English Oration, on the Advantages of a liberal Education, delivered by *Cortlandt*, whose fine Address, added a Beauty to the Sentiment, which gave universal Satisfaction to that numerous Assembly. After this, Mr. *Treadwell*, in a clear and concise Manner, demonstrated the Revolution of the Earth round the Sun, both from astronomical Observations, and the Theory of Gravity, and defended the Thesis against Mr. *Cutting* and Mr. *Witmore*, a candidate for the Degree of Master of Arts. This Dispute being ended, the President descended from the Pulpit, and being seated in a chair, in a solemn Manner, conferred the Honours of the College upon those Pupils who were Candidates for a Bachelor's Degree, and on several Gentlemen who had received Degrees in other Colleges. The Exercises were concluded with a Valedictory Oration [in Latin] by Mr. *Cutting*, universally esteemed a masterly Performance. The President then address'd himself in a solemn pathetick Exhortation, to the Bachelors, which could not fail of answering the most valuable Purposes, and leaving a lasting Impression on the Minds of all the Pupils. The whole Solemnity being finished, by a short Prayer, the Procession returned back to the City-Arms, where an elegant Entertainment was provided by the Governors of the College. This important Occasion drew together a numerous Assembly of People of all Orders, and it gave me a sincere Pleasure to see the Exercises performed in a Manner, which must reflect Honour upon the College and incite every Friend of his Country, to promote so useful, so well regulated an Institution."

At the same Commencement, the degree of Master of Arts was conferred upon thirteen gentlemen who had been educated elsewhere.

There was no public Commencement for the Class of 1759. Of the six candidates admitted in 1755, one "in his third year went to Philadelphia College," one "about the middle of his second year went into the army," one, "after three years went to merchandize;" one, "after three years went to nothing;" one, "after about two years went to privateering." Epenetus Townsend alone of the six remained, and, without any ceremony, he "was admitted B.A. *pro Forma* and William Hanna was admitted by Diploma, bred at Jersey Col."

In October 1759, Dr. Johnson was again driven away from the city by fear of the small-pox. He spent the winter with his son at Stratford, Connecticut. During his absence, Professor Treadwell and Mr. Cutting conducted the business of the College, under the general supervision of a Committee of the Governors. This winter of his absence was one of anxiety and sorrow to President Johnson. He left Mr. Treadwell, his "best Tutor," in declining health and Mr. Cutting, therefore, overburdened with duty. Early in the spring of 1760, Mr. Treadwell died of consumption. At about the same time, in April 1760, the College and the President met with another severe loss in the death of Benjamin Nicoll, stepson of the President, one of the wisest, most energetic and influential members of the Board of Governors. "The whole city was in tears at his sudden and untimely death, at the age of forty-two; the friends of the college seemed to be under a consternation; but the blow was still more severe to Dr. Johnson himself. He was now almost ready to despond; and when he returned to New York in May following, he found the scene so changed, that the city appeared to him like a kind of wilderness. . . . On his return he endeavored to keep up his spirits as well as he could, by an indefatigable application to business, hoping to retrieve, in some measure, the damages the College had sustained during his absence. The building was so far completed that he removed into it, and commenced housekeeping, a little above forty years after he had first done the same in the College at New Haven."¹

It is noted in the records that the College building was so far completed in May 1760, that the officers and students "began to Lodge and Diet in it." In the month of June following, the first Commencement of the College from its own building was held. In an account of the exercises, the "New York Gazette or Weekly Post Boy," of Monday, June 30, 1760, No. 912, says:

"On Tuesday last, a publick commencement was held in this City. In the morning the College Hall was opened with a short and elegant Latin speech by the Rev. President; from whence the students and Candidates dressed in their Gowns, and uncovered, proceeded to St. George's Chapel, followed by the Governors of the College, and other Gentlemen." The account concludes with the statement that "The Audience on this Occasion was large and polite, and expressed a great satisfaction at the Order, Decency and Judiciousness, with which the whole was conducted."

In honor of George II and in accordance with the terms of the Charter, the building thus completed was called "King's College," and was surmounted by an iron crown, which is still preserved, a witness to its royal foundation. The Rev. Dr. Burnaby, an English traveller in the Province at that time, wrote of it: "The College when finished will be exceedingly handsome. It is to be built on three sides of a quadrangle fronting Hudson's or North River, and will be the most beautifully situated of any college, I believe, in the world. At present only one wing is finished, which is of stone, and consists of twenty-four sets of apartments, each having a large sitting-room with a study and bedchamber." President Myles Cooper described the College as it was in 1773: "The College is situated on a dry gravelly soil, about one hundred and fifty yards from the bank of the Hudson River, which it overlooks; commanding from the eminence on which it stands, a most extensive and beautiful prospect of the opposite shore and country of New Jersey, the City and Island of New York, Long Island, Staten Island, New York Bay with its Islands, the Narrows, forming the mouth of the Harbor, etc., etc.; and being totally unencumbered by any adjacent buildings, and admitting the purest circulation of air from the river, and every other quarter, has the benefit of as agreeable and healthy a situation as can possibly be conceived."¹

In March 1761, Edward Willett was appointed steward. He was to have the use of two rooms and a kitchen in the College, and such part of the garden as the President might allow; he was to keep the students' rooms clean and have their beds made, and to provide for such as might choose to "diet with him" upon terms to be agreed upon. It was ordered "also that the students Breakfast, Dine and Sup together in the College Hall, but that they be allowed no meat at their Suppers." The rent of rooms in the College building for students was fixed at £4 per annum. A committee, consisting of the Reverend Messrs. Barclay, Johnson and Auchmuty, and Mr. John Livingston, was appointed "to settle the Rates that the students are to pay for their Diet." The Committee established rules, which are here given:

"RULES FOR DIETING

THE

Students belonging to *King's* College in NEW YORK

"*Weekly Rates for Dieting*

" For Breakfast, Dinner & Supper	1 1s. a week
Breakfast & Dinner	8 : 3

¹ President Moore's *Sketch*.

"For Dinner	7 : 0
Dinner & Supper	8 : 3
Breakfast	3 : 8
Supper	3 : 8

"To be paid Quarterly

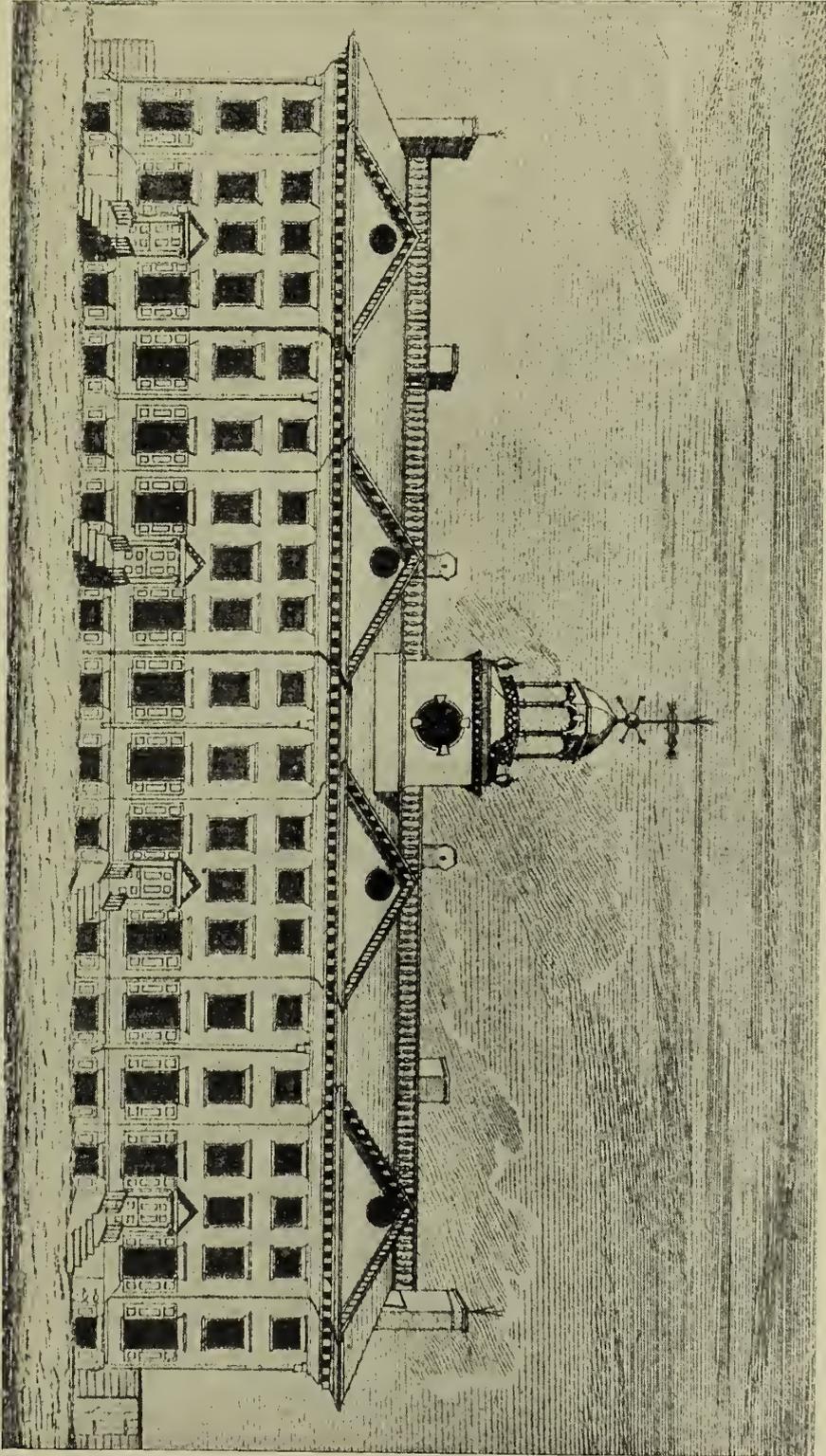
"Bill of Fare for every Day in the Week

<i>"Sunday, Roast Beef & Pudding.</i>	<i>"Friday, Leg Mutton and Soop.</i>
<i>"Monday, Leg Mutton, &c. and Roast Veal.</i>	<i>"Saturday, Fish, fresh & salt, in their Season.</i>
<i>"Tuesday, Corn'd Beef & Mutton Chops.</i>	<i>"Breakfast ; Coffee or Tea, & Bread & Butter.</i>
<i>"Wednesday, Pease Porridge & Beef Steaks.</i>	<i>"Supper ; Bread, Butter, & Cheese, or Milk, or the</i>
<i>"Thursday, Corn'd Beef, &c. and Mutton Pye.</i>	<i>Remainder of the Dinner.</i>

*"Settled by the Governors of the College and ordered to be published."*¹

The vacancy occasioned by the death of Professor Treadwell was not supplied for more than a year, President Johnson and Mr. Cutting, with the assistance for a time of Mr. Samuel Giles as a mathematical teacher, conducting the whole of the instruction. In November 1761, Mr. Robert Harpur, a graduate of the University of Glasgow, was chosen Professor of Mathematics and Natural Philosophy, much to the relief of the President and the efficiency of the College. In June 1762, the last Commencement under the Presidency of Dr. Johnson was held. The President had for some two years been in correspondence with the Archbishop of Canterbury with regard to some suitable person to assist him in the instruction and government of the College and ultimately to succeed him as President. The person finally selected was the Rev. Myles Cooper, Master of Arts and Fellow of Queen's College, Oxford, a young man twenty-five years of age, "a Gentleman recommended by his Grace the Archbishop of Canterbury, for his distinguished Learning, firm Attachment to our happy Constitution, Probity and amiable Character." On November 16, 1762, Mr. Cooper was introduced to the Board of Governors at their meeting, was elected a Fellow and Professor of Moral Philosophy and to assist the President of the College "in the Government thereof and the Education therein," at a salary of £150 sterling per annum, at eighty per cent. exchange, "to commence from August 24 last" (the date of his setting sail from England). Dr. Johnson had not intended to resign the Presidency till after the next Commencement in May, but the sudden death of his wife in February 1763, led him to relinquish his office shortly thereafter and leave the city. On his retiring from the College, Dr. Johnson took up his residence with his son at Stratford, Connecticut, and resumed the charge of his mission there, which he had relinquished to serve King's College. "Dr. Johnson continued, through the remainder of his life, to fill up his time in a manner worthy of his station and character. He pursued his studies with the same eagerness that animated his younger years. He kept up his correspondence with all his European friends that were still living, and was very punctual and faithful in answering their expectations in this way. His difficulty in writing occasioned him not to be so exact with his friends in *America*, who were better acquainted with his case, and could more easily excuse him. Yet when anything of real consequence was depending, he consulted not his own ease but would write as fully and particularly to them as the subject required. At the same time he was attentive to the business of his mission. He commonly read prayers and preached twice on

¹ Quoted from "*The Origin and Early History of Columbia College*, by George H. Moore, LL.D., Superintendent of the Lenox Library," New York 1890.



KING'S COLLEGE — FROM A PRINT PUBLISHED IN THE "NEW YORK MAGAZINE" IN 1790

every Sunday, and performed the ordinary parochial duties." He died on the morning of January 6, 1772. "Two days after, his remains were interred in the chancel of *Christ Church, Stratford*, where a handsome monument has been erected to his memory, with the following inscription, composed by a friend, who greatly loved and respected him.

M. S.
 Samuelis Johnson, D.D.
Collegii Regalis, Novi Eboraci,
Præsidis primi,
 Et hujus *Ecclesiæ nuper Rectoris,*
 Natus die 14to *Octob.* 1696,
 Obiit 6to *Jan.* 1772.

If decent dignity, and modest mien,
 The cheerful heart, and countenance serene ;
 If pure *religion*, and unsullied *truth*,
 His age's solace, and his search in youth ;
 If *piety*, in all the paths he trod,
 Still rising vig'rous to his *Lord* and *God* ;
 If *charity*, through all the race he ran,
 Still wishing well, and doing good to *man* ;
 If *learning*, free from pedantry and pride, —

If *faith* and *virtue*, walking side by side ;
 If well to mark his being's aim and end, —
 To shine, through life, a *husband*, *father*, *friend* ;
 If *these* ambition in thy soul can raise,
 Excite thy reverence, or demand thy praise ;
Reader — ere yet thou quit this earthly scene,
 Revere his name, and be what *he* has been.

MYLES COOPER.¹

CHAPTER III

SUBSCRIPTIONS AND ENDOWMENT

AT one of the earliest meetings of the Board of Governors, it was resolved to send addresses to the Archbishop of Canterbury and other friends of the College in England soliciting aid, and a committee was appointed to prepare them. It was not, however, till May 1758, that such addresses were prepared and sent. In 1762, Dr. James Jay, who was going to England on business of his own, offered to take upon himself the task of soliciting and collecting subscriptions. His generous offer was accepted and he received the authority and instructions of the Governors for that purpose. On arriving in England he found Dr. William Smith engaged in the same enterprise for the College at Philadelphia, now the University of Pennsylvania. As the Archbishop of Canterbury, and others who were friendly to both Colleges, thought that an attempt to make separate collections might prove injurious, a united appeal was determined upon. Accordingly, letters patent were obtained from King George the Third, authorizing a collection. These letters set forth: —

"Whereas it hath been represented unto Us, upon the joint Petition of *William Smith*, Doctor in Divinity, Agent for the Trustees of the College, Academy, and Charitable School of Philadelphia, in the Province of *Pennsylvania*, and Provost of the Seminary ; and of *James Jay*, Doctor of Physick, Agent for the Governors of the College of the Province of *New York*, in the City of *New York*, in *America* :

"That the great Growth of those Provinces and the continual Accession of People to them from different Parts of the World, being some years ago observed by several of Our good Subjects there, they

¹ Chandler's *Life of Johnson*.

became seriously impressed with the View of the Inconveniences that must necessarily arise among so mixt a Multitude, if left destitute of the necessary means of Instruction, differing In Language and Manners, unenlightened by Religion, uncemented by a common Education, strangers to the Humane Arts, and to the just use of rational Liberty: that these Considerations were rendered the more alarming by sundry other Circumstances, and particularly” the prevalence of false teachers, who were especially active “in the Two important and central Provinces aforesaid.”

“That from a deep Sense of these growing Evils, the Two Seminaries aforesaid, distant about One hundred Miles from each other, were begun in Two of the most important and populous trading Cities in Our *American* Dominions, nearly at the same Time and with the same View; not so much to aim at any high Improvement in *Knowledge*, as to guard against total Ignorance; to instil into the Minds of Youth just Principles of Religion, Loyalty and a Love of Our excellent Constitution; to instruct them in such Branches of Knowledge and useful Arts as are necessary to Trade, Agriculture, and a due Improvement of Our valuable Colonies; and to assist in raising up a Succession of faithful Instructors, to be sent forth not only among our Subjects there, but also among the Indians in Alliance with us. . . .

“That, for the better answering these great and important Purposes, the aforesaid Seminaries are under the Direction of the Chief Officers of Government, sundry of the Clergy of different Denominations, and other Persons of Distinction in the respective Cities where they are placed; and their Usefulness has been so generally felt and acknowledged, that amidst the Calamities of an *Expensive War*, near Ten Thousand Pounds Sterling have been contributed in each of the said Provinces towards their respective Seminaries, and some Hundreds of Youth are continually educated as well on Charity as otherwise: But as Designs of so extensive a Nature, even in the most wealthy Kingdoms, have seldom been completed unless with the united Generosity of many private Benefactors, and often by the particular Bounty of Sovereign Princes, the Petitioners are persuaded it will not be thought strange that Individuals in Young Colonies should find all the Resources in their Power inadequate to such a Work, and that the Governors and Trustees of the said Seminaries should have the just Apprehensions of seeing all that they have raised for their Support speedily exhausted, and an End put to their Usefulness, unless they can procure Assistance from distant Places, as the Expence of each of them is about *Four hundred Pounds Sterling* above their Income; the defraying of which will require an *additional capital* of above Six Thousand Pounds sterling apiece.” . . .

Therefore a Royal Brief is issued “under the Great Seal of *Great Britain* authorizing the making a collection throughout the Kingdom, from *House to House*, for the *joint and equal* Benefit of the Two Seminaries and Bodies Corporate aforesaid.”

This document, the original of which is in Lambeth Palace Library, was endorsed by Archbishop Secker, of Canterbury, with his own hand—“Brief for New York and Philadelphia Colleges, 19 Aug. 1762.”

It is stated in the Brief that “near ten thousand pounds sterling” had been contributed for each of the Colleges named. So far as can be ascertained the contributions for King’s College were from the following sources:

Five or six acres of the King’s Farm, said to be worth four or five thousand pounds, were contributed by Trinity Church, New York. This constituted an endowment, not producing income of much amount for many years, but very valuable and, with the exception of fifteen lots on the northerly side of Park Place, covering the whole front between College Place and Church Street and running back about ninety feet, is still held by the College.

£3202 from moneys raised by lotteries authorized by the General Assembly of the Province of New York.

£500 per annum out of the excise moneys of the Province of New York, for seven years from January 1, 1754, to pay salaries.

Subscriptions of the Governors appointed by the Charter, who each contributed, some £50, some £100, some £200.

Contributions from other gentlemen of the City of New York.

£500 from Sir Charles Hardy, Governor General of New York.

Bequest of Joseph Murray, his library, and his estate worth something over £9000.

Bequest of the Rev. Dr. Bristow of his library containing about 1500 volumes.

£2041 from Edward Antill.

£500 sterling from the Society for the Propagation of the Gospel in Foreign Parts.

£50 from Charles Ward Apthorpe.

Except as otherwise indicated, the contributions were, some of them certainly and the others probably, in colonial currency worth about half their stated value in pounds sterling.

The Royal Brief resulted in a benefit of about six thousand pounds sterling to King's College; and the King himself gave four hundred pounds sterling out of his private purse.

Additional contributions are noted in the records, as follows:

Resolutions of thanks were passed, in June 1763, to the Rt. Hon. William Pitt and the two Universities of Cambridge and Oxford for "generous Donations."

£500 bequeathed by Paul Richard.

£100 bequeathed by James Alexander.

£100 from General Shirley.

£200 from General Monckton.

20 guineas contributed by Mr. Tanner, Rector of Lowestoff in Suffolk, Eng.

Still further contributions, of small amount, are recorded, such as: "two persons unknown gave each a guinea"; "Mr. Noel, Bookseller, gave Romain's Ed. of M. Calassio's Hebr. Concordance 4 vol. fol."; "Sundry Gentlemen at Oxford gave Books whose names are in them"; "Mr. Kilbourn painter gave the President Dr. Johnson's picture"; "Dr. Morton sent a Curious Collection of Ancient Alphabets on Copperplate"; "Bartholomew Crannell gave sundry books for the library"; "Jacob Le Roy, Esq., gave the organ"; "— the Bell."

In February 1767, a committee of the Governors, previously appointed for the purpose, reported that they had petitioned Sir Henry Moore, Governor of the Province of New York, for twenty-four thousand acres of land, and that his Majesty's Council had advised that the petition be granted. In the letters patent making the grant, issued March 14, 1770, the land is spoken of as being "within the limits formerly claimed by the government of New Hampshire," and is described as "all that certain tract or parcel of land within our province of New York situate, lying and being in the county of Albany on the west side of Connecticut river beginning at a beech tree marked with the letters W K" etc., etc. It was ordained "that the said tract of twenty-four thousand acres should be erected into a township by the name of Kingsland." On March 20, 1770, the committee of the Governors reported that the lands were situate in the new County of Gloucester [which had been set off from the County of Albany] in the Province of New York and that the Governor had been pleased to constitute Kingsland the County Town of the County. The Committee further reported measures for encouraging settlement and for granting leases to settlers.

In April 1774, Governor Tryon, of the Province of New York, "for the Esteem which he bears to the said College and from a Desire of advancing as well the Interests thereof as to promote and extend its Usefulness in disseminating the Principles of Virtue, Literature and Loyalty and also for and in Consideration of the Sum of Five Shillings of lawful Money of the Province



SAMUEL NUGENT, D.D.
1734-1794



REV. JOHANNES RITZEMA
1724



JOHN QUINCY, S.T.D.
1710-1774



CHARLES INGLIS, D.D.
1710-1780

GOVERNORS OF KING'S COLLEGE

of New York to him in Hand paid," granted and conveyed to the Governors of King's College ten thousand acres of land also situate in the County of Gloucester. Any and all income from this tract was to be applied to the support and maintenance of "One or more Professorship or Professorships of and in the said Seminary in such Branch or Branches of Literature as to the said Corporation shall seem expedient"— "The said Professors when established . . . to be severally called and known by the Name of TRYONIAN PROFESSORS the first Professor so to be appointed to be a Professor of the municipal Laws of England."

It does not appear that any Tryonian Professor was ever appointed.

All anticipations of advantage from the grants of Governors Moore and Tryon were disappointed. No immediate benefit was derived from them, and, subsequently to the Revolution, they were wholly lost to the College in the settlement of a boundary dispute between the States of New York and New Hampshire, whereby the State of New York, in consideration of the sum of thirty thousand dollars (of which the College received nothing) surrendered the tracts, which were included in the new State of Vermont. "This treaty," says President Moore in his Sketch "which the State of New York, from weighty considerations of public policy, rather than for the paltry sum of money paid, found it expedient to make, surrendered a property belonging to the College, which would at this day have been of immense value, and in so doing, may be regarded as having given to the College a claim for retribution, which all that the State has since done for it does not fully justify."

It is not known that any further or other contributions or grants were made for the benefit of King's College.

Minutes of meetings of the Governors after March 20, 1770, (if we except the certified copy of the minutes of a meeting held May 17, 1781, mentioned by President Moore in his Sketch) and any official record of contributions that may have been kept by the Governors, are not obtainable—having probably been destroyed during the occupancy of the College buildings for military purposes during the Revolution, or lost after the removal of the College library and effects to the City Hall in 1776.

CHAPTER IV

PLAN OF EDUCATION AND BODY OF LAWS—GRAMMAR SCHOOL

ON March 1, 1763, a committee appointed November 16, 1762, "to inquire into the state and circumstances of the College and the manner of Education, and prepare such Laws and Regulations, as they shall conceive necessary for the better ordering and good Government thereof" reported "That upon examination of the present Plan of Education, and Body of Laws, which were established in the Infancy of the College and then well adapted: They are of Opinion, That considerable Additions, Amendments and Alterations both in the present Plan of Education and Body of Laws, are become absolutely necessary, and which they now present to the Governors for their Approbation."

Before giving the "Plan of Education and Body of Laws" recommended by the committee and adopted by the Board, it will be of interest to have for comparison those "established in the Infancy of the College," and they are here given.

LAWS AND ORDERS OF THE COLLEGE OF NEW YORK

ADOPTED JUNE 3, 1755

I. OF ADMISSION

FIRST. None shall be admitted (unless by a particular Act of the Governors) but such as can read the first three of Tully's Select Orations and the Three first Books of Virgil's *Æneid* into English, and the Ten first Chapters of St. John's Gospel in Greek, into Latin, and such as are well versed in all the rules of Clark's introduction so as to make true Grammatical Latin, and are expert in Arithmetick so far as the Rule of Reduction — to be examined by the President or fellows :

2ndly. Every schollar shall have a Copy of these Laws and his Admittatur shall be signed at the end of them by the President upon his Promising all due Obedience to them, which Promise shall be expressed in Writing under his hand.

II. OF GRADUATION

FIRST. The Examination of Candidates for the Degree of Batchelor of Arts shall be held in the College hall about six Weeks before Commencement by the President or fellows, when any of the Governors or any who have been Masters of Arts in this College may be Present and ask any question they think proper ; and such candidates as have resided four years and are then found competently versed in the sciences wherein they have been instructed shall then be admitted to expect their degree at Commencement, which shall be on the second Wednesday in May.

2ndly. Such as have diligently pursued their studies for three years after being admitted to their Batchelors degree and have been guilty of no gross immorality, shall be admitted to the Degree of Master of Arts.

3rdly. No candidate shall be admitted to either of these Degrees without fulfilling the terms above appointed, unless in case of extraordinary capacity and diligence and by a particular Act of the Governors of the College.

4thly. Every one that is admitted to either degree shall pay a Pistole to the President.

III. OF THE PUBLICK WORSHIP

FIRST. The President, or one of the Professors or Fellows in his absence, shall every morning and evening read the form of prayers established by the Governors of the College and according to the rules and method therein prescribed.

2ndly. Every student shall constantly attend the said publick service at such stated hours as the President shall appoint, and those that absent themselves shall for every offence be fined twopence and one penny for not coming in due season, unless they can alledge such reasons for their absence or Tardiness as shall appear sufficient to the President.

3rdly. Every Pupil shall constantly attend on the Publick Worship every Lord's Day at such Church or meeting as his Parents or Guardians order him to frequent, and for every neglect shall be obliged to perform such Extraordinary Exercise as the President and Professors or fellows shall appoint, unless he hath some reasonable excuse admitted to be sufficient by the President.

4thly. Every Pupil shall behave with the utmost decency at Publick Worship, or in the Hall, and whoever is proved guilty of any profane or indecent behaviour as talking, laughing, justling, winking, etc. he shall submit to an admonition for the first offence and to an Extraordinary Exercise for the second, and if Obstinate, expelled.

IV. OF MORAL BEHAVIOUR

FIRST. If any Pupil shall be convicted of Drunkenness, Fornication, Lying, Theft, Swearing, Cursing or any other scandalous immorality he shall submit to open admonition and confession of his fault,

or be expelled if his Crime is judged too heinous for any lesser Punishment, and especially if he be Contumacious.

2ndly. None of the Pupils shall frequent houses of ill Fame or keep company with any persons of known scandalous behaviour and such as may endanger either their Principles or Morals: and those that do so shall first be openly rebuked and if they obstinately persist in it they shall be expelled.

3rdly. None of the Pupils shall fight Cocks, play at Cards, Dice or any unlawfull game upon penalty of being fined not exceeding Five Shillings for the first offence, and being openly admonished and confessing their fault for the second, and expulsion, if contumacious.

4thly. If any Pupil shall be convicted of fighting maiming, slandering or grievously abusing any person he shall be fined Three shillings for the first offence and if he repeats his offence he shall be further punished by fine, admonition, suspension or expulsion according to the aggravation of his fault, especially if contumacious.

5thly. If any Pupil be convicted of any Dilapidations of the College or any Injury done to the Estates, goods or persons of any others he shall be obliged to make good all Damages.

V. OF BEHAVIOUR TOWARDS AUTHORITY AND SUPERIOURS

FIRST. If any Pupil be disobedient to the President, Professors or fellows of the College or treat them or any others in authority with any insulting, disrespectfull or contemptuous language or deportment, he shall be fined not exceeding five shillings for the first offence or submit to open admonition and confession of his fault, according to the nature of it and be expelled if he persists contumacious.

2dly. Every pupil shall treat all his superiours and especially the authority of the College with all duty and respect by all such good manners and behaviour as common decency & good breeding require, such as rising, standing, uncovering the head, preserving a proper distance and using the most respectfull language, etc. and he that behaves otherwise shall be punished at the discretion of the President and fellows or Governors according to the nature and degree of his ill behaviour.

VI. OF COLLEGE EXERCISES AND DUE ATTENDANCE

FIRST. The business of the first year shall be to go on and perfect their studies in the Latin and Greek Classics and go over a system of Rhetoric, Geography and Chronology; and such as are designed for the Pulpit shall also study the Hebrew.

2dly. The business of the second and third years shall be, after a small system of logic, to study the Mathematics and the Mathematical and Experimental Philosophy in all the severall branches of it, with Agriculture and Merchandize, together with something of the Classics and Criticism all the while.

3dly. The fourth year is to be devoted to the Studies of Metaphysic, Logic and Moral Philosophy, with some thing of Criticism and the Chief Principles of Law and Government, together with History, Sacred and Profane.

4thly. The Pupils in each of their terms shall be obliged, at such times as the President shall appoint, to make exercises in the severall branches of learning suitable to their standing both in Latin and English, such as Declamations and Dissertations on various questions pro and con, and frequently Thesis and Syllogistical Reasonings.

5thly. Whoever shall misbehave in time of exercise by Talking, Laughing or Justling one another, &c. shall be fined one shilling for each offence.

6thly. All the Pupils shall be obliged to apply themselves with the utmost diligence to their studies and constantly attend upon all the exercises appointed by the President or their Tutors or Professors for their Instruction.

7thly. None of the pupils shall be absent from their chambers or neglect their studies without leave obtained of the President or their respective Tutors, except for Morning and Evening Prayers and recitation, and half-an-hour for Breakfast and an hour and half after Dinner, and from Evening Prayer till nine of the clock at night. The penalty, four pence or some exercise for each offence.

8thly. If any student shall persist in the neglect of his studies, either through obstinacy or negligence, and so frequently fail of making due preparation for recitation and other appointed exercises, and if he refuse to submit and reform after due admonition he shall be rusticated, i. e., suspended for a time, and if he does not bring sufficient evidence of his reformation he shall be expelled.

9thly. No student shall go out of town without the President's or his Tutor's leave, unless at the Stated Vacation, upon penalty of Five Shillings and for repeating his fault he shall be rusticated, and if contumacious, expelled.

N. B. The stated vacations are a month after Commencement, one week at Michaelmass and a fortnight at Christmass and Easter Week, i. e. from Good Fryday till the Fryday following, which last being so near Commencement is to be considered as only a Vacation from Exercises, but not from the College or Dayly Morning and Evening Prayers, and so does not come within the last Prohibition.

All the fines shall be paid to the Treasurer of the College to be laid out in books, and disposed of as a reward to such of the schollars as shall excell in the course of their studies in their severall classes, as the President, Professors and Tutors or the major part of them shall Direct.

Under this scheme, President Johnson, who was at first sole instructor, confined himself, after the regular organization of the College, to instruction in Greek, Logic, Metaphysics and Ethics.

The plan of education recommended by the committee to supersede that just given, and adopted by the Governors March 1, 1763, was as follows, as quoted from the minutes:

PLAN OF EDUCATION

FIRST YEAR

Salusty Historia—Casaris Commentar; Ovidy Metamor. & alia—Virgil Ecl; Esop. Fab; Gr. Lucian Dialog; Test. Gr—Grot. de Veritate; Latin & Greek Grammars to be consulted, or repeated, as often as shall be found necessary. Translations with Lat. & Engl; Eng. & Lat. Themes.

N. B. Corn: Nep: & Select: e profan: if necessary.

SECOND YEAR

Ciceron: Officia & alia—Quint: Curt; Terent: Com.—Ovidy Epistolæ; Virgil Æneis & Georgica—Test. Gr. continued; Epictet. Enc.—Xen. Institutio Cyri. & Exped; Farnab. Epig;

N. B. Latin & Gr. Gram. as before.

Wallisy Logica—Sanderson Comp.—Johnson Noetica; Rhetoric—Restrictions [Repetitions] to learn the Art of speaking.

Trans: into Lat: & Eng: continued—Lat: Themes. Lat: & Eng: Verses.

THIRD YEAR

Ciceron: Orationes—Cicero de Oratore; Quintil. Instit: Orat.—Plin. Epist; Catul. Tibul. & Propert.—Horatij. Opera; Aristot. Eth. & Poetic—Platon: Dial:—Xen. Mem; Theoc. Idyl—Hom: Il.; Compend. Eth.—Johnson—Whitby & Hutcheson; Ethic. Hutch: Met.; Syllogiste Disput. in Latin in the Hall; Lat: Decl: & Them.—Engl: Essays; Lat: & Engl: Verses & Repetitions continued.

FOURTH YEAR

Ciceron: Tusc: Disput—Livy & Taciti Historiæ; Lucan Pharsal.—Juv. & Pers. Sat.; Plaut. Com.—Hom. Odys.; Soph: Eurip: Æsch: Tragœd.—Thuc. Histor.—Herodot. Histor.; Longinus de Subl: Demosth: Orat.—Dionys. Halicarn. Isocrates; Hebr. Gram. & Bibl. Hebr.—Grot de B. & P or Puffendorf; Hutcheson Mor. Phil. & aliorum to be continued. Metaph. to be continued; Lat: Th: & Declam.—Philosophical Essays in Eng. & Latin & Lat. & Eng. Verses; Disputations in the Hall and Repetitions continued.

The "Body of Laws" as recommended and adopted at the same time is given in the following minute of a meeting of the Board of Governors, held March 2, 1763:

The Laws, Ordinances and Orders of this Corporation for the Government of the College having been promulgated in the College Hall pursuant to an Order of Yesterday in the presence and hearing of this Board, and also in the presence and hearing of the Fellows, Professors, Tutors and Students of the College the same were ordered to be entered in the Minutes and are as follows (to wit) —

I. OF ADMISSION

1st. Each Person to be Admitted, shall be able to give a rational Account of the Latin and Greek Grammars — to render Sallust — Cæsar's Commentaries or some part of Cicero's works into English, the Gospels, at least from the Greek into Latin and to translate correctly both English into Latin and Latin into English. He shall be examined by the President, and if admitted shall subscribe to the Statutes of the College (having first carefully copied them) thereto promising all due Obedience, which Subscription shall be countersigned by the President.

2d. Each Person admitted as above, shall have an Habitation in College assigned to him by the President, in which he shall be obliged to Lodge (unless by special leave obtained from the Governors or President) except at the stated Vacations, under the penalty of five Shillings for the first Night of his Absence — Eight Shillings for the Second — Twelve Shillings for the third (or adequate Exercise) and Expulsion for a Continuance of his Offence, or such other punishment as the Governors shall think necessary.

3d. Each Person also, Admitted as above, shall procure, within fourteen Days of his Entrance a proper Academical Habit, in which he shall always appear (unless he have leave of the President or Tutors) under the penalty of two Shillings for the first Offence (and so on in proportion) or adequate Exercise.

4th. No Student shall be admitted *ad eundem* from another College without bringing proper Credentials of his good Behaviour and also satisfying the President and such of the Governors of the College as shall be appointed to regulate the Commencement, of his being properly qualified for such Admission.

5th. The Parent or Guardian of each Student, at his Admission, shall give a Bond to the Corporation of the College, to pay all the Dues to which the said Student shall thereby become subject; as also to make good all Damages that the said Student shall wilfully have been the Occasion of to his or any other Apartments of the College.

II. OF ATTENDANCE

1st. Each Student shall attend Morning and Evening Prayer in the College, and also public Worship on the Lord's Day, Morning and Evening, at such places as his respective Parents or Guardians shall appoint (unless in Case of Leave or Sickness) under the penalty of four pence for each Omission, or proportionate Exercise, either for Absence or Tardiness; of which an Account shall be taken by some of the Students, and delivered Weekly to the President, and at such other Times, as He or any of the Tutors shall think proper to demand it.

NB: The Prayers to be read by the President or Tutors according to the Form prescribed.

2d. The Students shall Dine regularly in the public Hall: and such as are absent without leave shall be subject to the same penalty as those that are absent from Prayers.

3d. The Students shall regularly and punctually attend upon their respective Tutors in the College, and at the Times appointed, and shall then and there perform such Exercises as have been Ordered: And in Case of negligence or Absence they shall be punished as the President and Tutors respectively shall think proper, either by pecuniary Mulct, not exceeding four pence for each Offence, or by additional Exercises proportionated to the Nature and Frequency of it. And the President shall have power to appoint what Books the Students are to read, what Exercises they are regularly to perform, and the Times of their attendance.

4th. If any of the Students shall be absent from their Chambers after nine o'Clock at Night in Winter or ten in Summer (or at other Times when the College Business requires their Attendance) they shall subject themselves to any Fine not exceeding one Shilling for each Time of their Delinquency, or Exercise adequate to the Offence.

5th. Times of Absence from Study shall be three Quarters of an Hour for Breakfast — an Hour and a half for Dinner, and from Evening Prayer till Bedtime. And the stated Vacations. shall be one Month after Commencement — one Fortnight at Michaelmas — one Fortnight at Christmas and two Days at Whitsuntide.

NB. Easter week Viz: from Good Friday til the Friday following (being so near the Time of Commencement) is to be considered only as a Vacation from public Exercise, but not from Attendance at College as at other Times.

III. OF BEHAVIOUR &c.

1st. If any one of the Students wilfully and personally affronts the President or Tutors, he shall be fined in any Sum not exceeding ten Shillings for the first Offence, or have proportionate Exercise set him: and if he continue in his Fault, he shall subject himself to Expulsion. Or in Case of proper Submission, if the Nature of the Offence should require it, he shall be obliged to compose and repeat in the public Hall, a modest Recantation of his Fault, in Order to deter his Fellow Students from the like Practices.

2d. None of the Students shall molest (by making unseasonable Noises, having Company at unseasonable Hours or otherwise) either the President, Tutors or their Fellow-Students: Nor shall they entertain any Company in or be themselves absent from their Chambers during Studying Hours (Except upon special Occasions to be judged of by the President or either of the Tutors) under the penalty of one Shilling for the first Offence two Shillings for the Second, and so in proportion as the nature and continuance of the Fault shall require.

3d. If any of the Students shall play at Cards, Dice or use any other Kind of Gaming within the Apartments of the College, they shall be fined in any Sum not exceeding five Shillings for the first Offence, Ten Shillings for the second, and so in proportion, or have adequate Exercise set them; and if they persist, they shall subject themselves to Expulsion.

4th. If any of the Students shall be known to converse or have any Connection with persons of bad Fame or such as are unsuitable Companions for them, they shall be privately Admonished for the first Offence, publicly for the Second, and if they persist they shall subject themselves to Expulsion.

5th. All Excesses, Indecencies and Misdemeanors of an Inferior Nature (*i. e.* such as do not deserve Expulsion) shall be punished by the President or Tutors, as they shall see occasion, either by pecuniary Mulct not exceeding one Shilling for the first Offence, and so in proportion, or by adequate Exercise. And in Respect to Deportment and Propriety of Behaviour, the President and Tutors shall, from Time to Time prescribe such Rules as they find necessary or think convenient.

6th. The Students shall be examined publicly or privately at such Times and in such Manner as the President shall appoint, and a Visitation shall be held Quarterly by the Governors of the College viz: The Monday before Christmas, The Monday before Easter, The Second Monday in July and the Second Monday in October.

7th. The President and Tutors, or any of them, shall have power of visiting the Chambers of the Students at whatever Hours they please, and also of dismissing whatever Company they think proper; and in Case Admission is refused, the Doors shall be forced open, and the Student or Students fined in any Sum not exceeding ten Shillings for the first Offence (or adequate Exercise): and if the Fault is repeated he, or they, shall be subject to Expulsion.

8th. The President and Tutors respectively shall have power in all Cases to augment the Exercises to which the Delinquents have subjected themselves, if such Exercises are not finished properly, or not given in by the Time appointed; and also to confine such Delinquents to their respective Chambers (except

at Times of public Attendance) under what Restrictions are thought proper, til they shall have compleated their punishments or made proper satisfaction.

9th. No Student shall absent himself from College (except in Case of sickness) without Leave obtained of the President or one of the Tutors, under penalty of such Fine or Exercise as the Nature and Continuance of the Fault shall require. And the President only shall have power to give Leave of Absence for more than one Day, unless he himself is absent, in which Case his power shall devolve to the next in Authority.

10th. The junior Students shall pay such respect to the Seniors, and all of them to the President, Professors, Fellows and Tutors as the said President &c. shall direct, and under such Penalty's as they shall think proper to prescribe.

11th. The person who punished shall have the power also (if the Accounts are not passed) of remitting the punishment.

12th. If any Dispute should arise concerning the due proportion of punishments, an Appeal shall lie (in this as well as in all other Cases) to the President and Tutors, and finally to the Governors of the College agreeably to the Charter.

13th. Obstinacy and Perseverance, in all Cases may be punished by Expulsion.

14th. During the Summer Season, Morning Prayer shall begin between the Hours of Five and Seven, and in Winter between the Hours of Six and Eight, as the President shall appoint, in the Evening also at what Hours he thinks proper.

15th. The Steward's Accounts, as also that of the Fines, shall be passed Monthly by the President, and Quarterly by the Governors of the College, and the fines aforesaid shall be in Books which shall be disposed of in the most honorary and public manner, at the Quarterly Meetings of the Governors, as Rewards to such of the Students as Excell in the Course of their Studies and the propriety of their Conduct, according as the President, Fellows, Professors and Tutors, or the Major part of them shall direct.

IV. GRADUATION

The Examination of Candidates for the Degree of Bachelor of Arts shall be held publicly in the College Hall about six Weeks before Commencement, by the President, Fellows, Professors and Tutors, and such of the Governors as shall please to attend: And such of the said Candidates as appear to be duly qualified (having fulfilled the Conditions prescribed) shall at the Commencement be admitted to the aforesaid Degree, and in three Years more if they have pursued their Studies, and have otherwise behaved themselves soberly and decently, they shall be farther Admitted (upon proper Application) to the Degree of Master of Arts. To neither of which Degrees aforesaid shall any Candidate be admitted without performing the above Conditions except, in Cases of extraordinary Capacity and by a particular Act of the Governors and President, *Honoris Causa*.

N. B. The regular Time for taking the Degree of Bachelor of Arts is four Years from the Students entrance, and the Fee for each Degree Forty Shillings, including the President and Clerks fees.

LASTLY. It is to be understood that the greater punishments of Expulsion, Suspension, Degradation and public Confession be inflicted by the Governors of the College pursuant to the Charter, and that the lesser punishments herein mentioned be inflicted by the President, Fellows, Professors and Tutors, or any of them, according to the True intent and meaning of these Laws.

In May 1763, it was "Ordered that the Committee that were appointed for Building the College be a Committee to inclose the College Ground with a Fence of Posts & Rails." A year later, in May 1764, a Committee was appointed "to enclose the Ground fronting the South side of the College within a Board Fence"; and in October of the same year the Committee was further empowered to build a lodge for the porter, to level the College yard, and to plant trees along the fence. The trees here provided for were planted by hands that had much to do subsequently with laying the foundations of the Republic. In speaking of the removal of the College

from College Place in 1857, the Hon. John Jay, of the Class of 1836, grandson of the first Chief-Justice of the United States, said, in an address before the Alumni of the College, December 21, 1876: "It is a matter for regret that some of the stately sycamores which adorned the College Green were not preserved. . . . Those venerable trees had an historic interest from the fact which, when a boy, I heard from the lips of Judge Benson during one of his visits to my grandfather at Bedford, that those trees were carried to the green by himself, Jay, Robert R. Livingston, and, I think, Richard Harison, and planted by their own hands."

The troubles to which the regulations and the "fence" gave rise may be gathered from a "Book of Misdemeanors alias Black Book" which has been preserved. From it are taken the following examples of offences and their punishment:

S. "reprimanded publicly at a visitation for having come thro' a Hole in the College fence, at 12 o'clock at Night." S. "suspended by the President for coming over the College fence at $\frac{1}{2}$ past 11



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o'clock last Night." V., D., and N. "who had gone over the College fence the preceding Tuesday, between the Hours of 3 and 4 P.M., to bathe, . . . after being reprimanded, were ordered by the Committee to be confined to College until the next Saturday Evening — each of them was also directed to translate into Latin 4 pages of Dr. Chandler's Charity Sermon, besides attending the usual Collegiate exercises." D. "to be represented to the Committee, ye next visitation, for refusing to open his Door when repeatedly called upon by the President, (being sent for also from home, where he had not been for some days) and causing four Doors to be broke open before he could be laid hold of — N.B. found, at last, in the Room opposite to his own, where he had hid himself, having opened the Door with a false key, and hid himself in one of the studies." "Students going without their Caps and Gowns to be presented to the next Board of Governors." "Ordered that B—— and D——, for being deficient each in two exercises, and also for frequently absenting themselves from Recitations, be confined within the College walls from next Monday till the Friday following; and also, besides their usual academical exercises, translate No. 316 of the Spectator into Latin, and get by Heart 40 lines from the Beginning of Book 1, Sat. 1 of Horace. In case of Failure or Neglect in any of these Particulars to be immediately presented to the Board of Governors for Degradation or Expulsion." D., "for stealing 8 sheets of Paper and a Penknife, was reprimanded in the College Hall before all the students, and

after having his Gown stripped off by the Porter, he was ordered to kneel down and read a paper containing an Acknowledgment of his Crime, expressing much sorrow for it, and promising Amendment for the future — He was then forbidden to wear his Gown or Cap for one Week."

The meeting of the Governors in March 1763, was a busy and a fruitful one. In addition to action already noted, the Board appointed Professor Harpur, Librarian, at a small salary, with directions to make a catalogue of the books; and also, "as the Credit, Reputation and Increase of the College in a great Measure depend upon having a good and reputable Grammar School annexed to it," appointed a Committee "to prepare a plan for such a school and report as soon as conveniently they can." On the 12th of April following the plan was reported and adopted by the Board. It provided that — the school should be a part of the College and under the direction of the Governors; the Master should have a salary of £150 per annum, and, in case the tuition fees should be more than enough to pay the salary of the Master and the seat of the school-house, he should have, in addition to his salary, 40 s. per annum "for every such supernumerary scholar;" the Master should not teach more than thirty-two scholars without an usher nor more than seventy with one usher; the tuition fee should be £6 per annum and, as gratuity to the Master, a guinea for entrance; the Governors and the Master should choose the books for the classes, with the editions; the hours for teaching in the school from the vernal to the autumnal equinox should be, in the morning, from six to eight o'clock and from ten to twelve, and, in the afternoon, from two till four and from five to six, and from the autumnal to the vernal equinox from eight in the morning until nine and from ten to twelve, and in the afternoon from two till four; the vacations should be two weeks at Christmas and one week each at Easter, Whitsuntide and Michaelmas; public days, such as the King's birthday, etc., and also Saturdays and Thursdays in the afternoon, should be holidays, so far as attendance at school was concerned, but the Master should, at his discretion, set exercises for those days as well as in the stated vacations; every scholar should, before Christmas every year, provide one load of nut wood for the use of the school; not only should the Latin and Greek languages be taught, but the students should also be instructed in the English language; the Master himself should be particularly careful of the exercises of the superior classes, as well those in English as in the other languages.

The Committee was authorized to collect subscriptions for the School.

At a meeting of the Governors on the twenty-fourth of August following, the Committee reported that the School had been opened with Matthew Cushing of Charlestown in Massachusetts as Master; that a number of scholars were in attendance and more were expected.

In November following, the number of pupils was twenty-seven "and many more soon expected." Mr. Alexander Leslie, an alumnus of the College of the Class of '62, was to be engaged as usher.

No further account of the School is given in the Minutes till the twentieth of November, 1766, when it was reported as greatly neglected by the Master. In August 1767, the Committee on the School reported that the number of pupils had fallen to fifteen, that the annual expense of it was about £260, that the College had already sunk about £200, exclusive of £170 outstanding debts: and it was accordingly ordered that the usher be discharged at the end of six months. How the School prospered after this cannot now be determined, as there is no further reference to it in existing Minutes of the Governors: but as reference to it is made in a paper written in 1773, or thereabouts, by President Cooper, it probably continued till the closing of King's College in 1776.

CHAPTER V

PRESIDENT MYLES COOPER—ESTABLISHMENT OF MEDICAL SCHOOL

DR. JOHNSON resigned the Presidency March 1, 1763, and it was ordered that "the thanks of this Corporation be given to the said Doctor Johnson for his faithful services in his Station." Subsequently, the Governors expressed more fully their appreciation of his devotion and value and voted him a pension of fifty pounds per annum, a very small amount, but as large as their circumstances would allow. Mr. Cooper took temporary charge as acting President, and on the twelfth of April following was unanimously elected President. The new Plan of Education and Body of Laws were put into effect, and the Grammar School was started.

President Cooper, Tutor Cutting and Professor Harpur gave all the instruction to the students of the College, till Mr. Cutting's resignation in October 1763. Mr. Cutting's place was not found very difficult to fill, and it was not till October 1765, that Samuel Clossy, M.D., of Trinity College, Dublin, a gentleman of repute in his own country as scholar, author and practitioner, was chosen his successor. Dr. Clossy was made also Professor of Natural Philosophy, Professor himself thereafter Professor Harpur in February 1767, and it does not appear that any one was appointed to succeed him.



MYLES COOPER

In August 1767, the Governors instituted a

Medical School within the College, and appointed a committee of their own body to regulate it.

It would appear that a proposition to provide medical instruction had been previously considered, for it is recorded in the Minutes of a meeting of the Governors held June 22, 1763, that a letter had been received from Dr. James Jay and its contents approved: and as the Governors "imagine his medical scheme will be productive of many advantages, they will with pleasure put it in execution as soon as their Funds will enable them to do so." There appears to have been no result from Dr. Jay's proposition.

1767, the Governor

Medical School

The School was established on the advice of Dr. Clossy, and others whose names are given below, who offered to give courses of lectures in subjects specified by them.

In Weyman's "New York Gazette" of Monday, September 21, 1767, No. 441, appeared the following notice:

"KING'S COLLEGE, New York, September 17, 1767.

"As the *Establishment* of a *School* for the regular Instruction of Gentlemen in the different Branches of MEDICINE, must not only promote the Honour and Utility of that most important and necessary Science, but likewise conduce to the general Advancement of LEARNING: — the Governors of this COLLEGE, in Consequence of the Powers vested in them by their *Charter*, and being desirous of rendering the Institution over which they preside, as publickly useful and extensive as possible, have appointed the following *Professors*:

"Samuel Clossy, M.D., Professor of Anatomy; Peter Middleton, M.D., Professor of the Theory of Physic; John Jones, M.D., Professor of Surgery; James Smith, M.D., Professor of Chymistry and Mat. Med.; John V. B. Tennent, M.D., Professor of Midwifery; Samuel Bard, M.D., Professor of the Practice of Physic.

"The above Gentlemen will begin their *Lectures* the first Monday in *November* next, and continue them regularly till the Completion of the several *Courses*, which it is supposed will be some Time in *May*; and Degrees in *Physic* will be conferred upon the following Terms:

"1. Each Student shall be matriculated as in the *Universities* of *England*.

"2. Such Students as have not taken a Degree in *Arts*, shall satisfy the Examiners, before their Admission to a *Degree* in *Physic*, that they have a compleat knowledge of, at least, the *Latin* Language and of the necessary Branches of *Natural* Philosophy.

"3. No Student shall be admitted to his Examination for a *Bachelor's* Degree, in less than three Years after his Matriculation, and having attended at least one compleat Course of Lectures under each PROFESSOR; unless he can produce proper Certificates of his having served an Apprenticeship of *Three* Years, to some reputable Practitioner, in which Case he may be admitted to his Examination in *Two* Years from his Matriculation.

"4. In one Year after having obtained a *Bachelor's* Degree, a Student may be admitted to his Examination for the *Degree* of DOCTOR, provided he shall have previously attended two Courses of Lectures under each PROFESSOR, be of Twenty Two Years of Age, and have published, and publickly defended, a Treatise upon some *Medical Subject*.

"5. The Mode of Examination, both publick and private, shall be conformable to the Practice of the most *Celebrated* *Universities* of EUROPE.

"6. Students from any reputable University may be admitted *ad eundem*, producing proper Certificates: and *Graduates* will be intitled to the same Priviledge, on producing the like Certificates, and satisfying the *Professors* of their Medical Abilities."

The School was opened on the second of November following, as appears from the "New York Mercury" of Monday, November 9, 1767, No. 836:

"At the Opening of the *Medical School* in King's College, in this City:

"On Monday Forenoon last Week, the Governors, President, Tutors and Professors of the College, assembled at the Vestry Room in this City, from whence, being honoured with the Company of his Excellency the Governor, the Judges of the Supreme Court in their Robes, and the Gentlemen of the Law in their Gowns, they walked in Procession to the College Hall, where they were entertained with a very elegant and learned Discourse, by DOCTOR MIDDLETON, *Professor of the Theory of Physic*, on the *Antiquity*, *Progress* and *Usefulness* of that Science. The Satisfaction of the learned and splendid Audience on this Occasion was universal, and more especially so, when they considered the Performance as the Beginning of an Institution, so replete with Advantages to Mankind in General, and to the Inhabitants of this Province in particular.

"In the Evening of the same Day, was delivered by DR. CLOSSY, *Professor of Anatomy*, an introductory Lecture to that important Science, which for genuine Learning and Precision, was justly applauded

"The Day following, DR. SMITH, *Professor of Chymistry*, gave an introductory Lecture on that Branch, which for Elegance and Sublimity, met with universal Approbation.

"On Wednesday, DR. BARD, Junior, *Professor of the Practice of Physic*, delivered his introductory Discourse, which for Masterly Composition and genteel Delivery, was highly pleasing to the respectable Audience. And

"On this Day, at five o'Clock in the Afternoon, the introductory Lecture on Surgery will be given by DR. JONES, *Professor of that Science*.

"The general Approbation which this Institution hath hitherto met with, on Account of its great Utility to Mankind, we hope will sufficiently recommend it to the Attention of such as intend the Practice of Physic, especially in this City and Colony. By a constant Application to Study under the Direction of the above Gentlemen Professors (if regularly prepared to attend them) young Gentlemen may in a few Years be intitled to and obtain the Honours of the Medical Profession, and thereby be qualified to enter legally upon the Practice of Physic; with singular Advantage to the respective Communities to which they belong."

The plan of Dr. Clossy's lectures on Anatomy may not be without interest. It is given in an advertisement that appeared in the "New York Mercury" of Monday, November 2, 1767, No. 835:

"KING'S COLLEGE, October 26, 1767.

"On Monday, *November* the second, at Four o'Clock in the Evening: The FIRST Part of DR. CLOSSY's Anatomical Lectures will begin with the Usefulness of Anatomy; and will proceed to the Description of the Dry Bones, and likewise the Fresh Bones, with their Cartilages, Ligaments and Membranes; Internal Structure, Uses, Motions and Affections; and will be continued on every Friday and Monday evening.

"After the FIRST Part, the System of Muscles will be shown in the Adult Subject.

"Part the THIRD, will exhibit the Arteries, Veins and Trunks of the Nerves, in a Subject prepared with Injections: And the whole will be concluded with

"The FOURTH Part, containing the Encephalon, with the Vicera of the two inferior Cavities, together with their Uses, Motions and Diseases, in an Adult Subject.

"Attendance for each Course to the Students in Physick, *Five Pounds*; and free after two Courses.

"For seeing Dissections and Preparations, *Ten Pounds*, and free after Two Courses.

"To Gentlemen who will chuse to attend for the Improvement of their Minds, *Three Pounds Four Shillings*.

"N. B. As these Prelections are revived under the Countenance of the President and Governors of the College, all possible care will be taken to render it useful, not only to those whose indispensable Business and Duty it is to be acquainted with the Human Structure and Economy: But to Gentlemen of other Professions, who may be inclined to acquire some knowledge of these Subjects, as a Part of Philosophy."

The "revival" of the "Prelections" refers, without doubt, to the anatomical lectures previously instituted by Dr. Clossy, in 1764, with the concurrence of the authorities of King's College.

King's College was thus the first College in America to establish, in connection with it, a school for medical instruction. In Philadelphia, Dr. Shippen had, in 1762, begun a course of medical lectures, and in 1765, Dr. Morgan became associated with him. But it was not till 1768, that Drs. Kuhn and Benjamin Rush were added to the corps of lecturers and "this first Medical School in the Colonies was confirmed and established by the College of Philadelphia, while Dr. Franklin officiated as President."¹

¹ Dr. Thacher's *History of Medical Science in the United States*.

Three students matriculated the first year: Samuel Kissam, Samuel Smith and Robert Tucker. Messrs. Kissam and Tucker received the degree of Bachelor of Medicine at the Commencement on May 16, 1769. In an account of that Commencement given in "The New York Gazette and Weekly Mercury" of Monday, May 22, 1769, No. 917, it is related:

"Immediately before the Time of conferring the Degrees, the PRESIDENT left his seat, and was succeeded by SAMUEL BARD, M.D., who delivered a most animated Speech, containing Advice to the Gentlemen who were to be graduated in Medicine: At the Conclusion of which he took Occasion to urge, with great Pathos and Strength of Argument, the Necessity of establishing a regular HOSPITAL in this CITY, for the Reception of the poor *Sick*; and set the Advantages resulting from such an *Institution* in the most striking Point of Light.

"The Business of the COMMENCEMENT being ended, the Procession returned in the same Order, as before, to the College Hall, a little after 3 o'Clock; where after a handsome Entertainment, a SUBSCRIPTION was opened, by his *Excellency* the GOVERNOR'S [Sir Henry Moore] particular desire, for the Erection of a PUBLIC HOSPITAL. His EXCELLENCY, and the other Gentlemen who were present, subscribed very liberally for the Purpose. The Sum then raised amounted to near a Thousand Pounds. It is not to be doubted that this laudable Example will be followed by all other opulent and public spirited Patriots in the Province; who we can not but hope will countenance and otherwise contribute to carry into execution, so charitable a scheme, which can not fail of producing the most Salutory Effects to the Community."

In "American Medical Biographies with a History of Medical Science in the United States by James Thacher, M.D." published in 1828, the following account is given:

"The School was connected with King's, now Columbia College, where, in 1769, the degree of Bachelor of Medicine was conferred upon Samuel Kissam and Robert Tucker. 'In 1770, the degree of Doctor in Medicine was conferred upon the last mentioned gentleman, and in May of the succeeding year, the same degree was conferred upon the former.' These were the first instances of medical degrees being conferred in America, being a short time before those which were given at Philadelphia in the same year." Dr. Thacher further relates that, as a result of Dr. Bard's address, eight hundred pounds sterling were collected for the hospital, and three hundred pounds were subsequently added by the Corporation of the City. This was the beginning and the foundation of the present New York Hospital in the City of New York.

Samuel Bard received his collegiate education in King's College, though he did not graduate Bachelor of Arts. He entered the College in 1759, and, as noted in the Matricula, "left the Coll. 3d year to study Physic in London." While in London, he suggested, in a letter to his father, Dr. John Bard, the establishment of a Medical School in New York City. He received the degree of Doctor in Medicine from the University of Edinburgh in 1765. On his return to New York, he had still in mind his plan of a Medical School and interested in it the foremost men of his profession in the City, among whom was Dr. Peter Middleton, who, with Dr. John Bard, made, in 1750, the first attempt in the Colonies of which there is any record, to impart medical instruction by dissection. Within a year after his return the School was organized, and he himself, then in his twenty-eighth year, was assigned the important department of the practice of Physic. He was scarcely thirty years of age when his "great pathos and strength of argument" instigated the movement that resulted in that noble and enduring charity, the New York Hospital. He gave to the College, in which he was educated, nearly forty years of valuable

service in various branches of experimental and medical science, and to the Hospital which his eloquence did so much to evoke, his continued devotion and his services as visiting physician from the time of its establishment till his retirement from the City. He became the family physician and intimate friend of Washington. "He was one of the founders and physicians of the City Dispensary; and an original and active member of the Agricultural Society of the State. His exertions contributed to the foundation of the first public library; and, in short, his heart and hand were with every scheme of benevolence and public improvement." He closed his long and useful life May 24th, 1821.¹

President Cooper went to England in 1771, and remained for nearly a year, on matters connected with the College and with the Church in whose counsels he was prominent. During his absence, the Rev. Dr. Charles Inglis, one of the Governors and subsequently Bishop of Nova Scotia, appears to have acted in his place.²

In 1773, Washington entered his stepson and ward, John Parke Custis, as a student. The brief memorandum in the Matricula after his name is "Staid only four months." Under the date of 1773, the Matricula notes, "This year John Vardill, M.A., was elected Fellow and Professor of Natural Law." John Vardill was an alumnus of King's College of the Class of 1766. He was one of the few graduates of the College who sympathized with and supported the Tory principles of his Professor and President, Dr. Cooper. He did but little, if any, service in his office. President Moore, in his Sketch, says of him: "He must have left this country very soon after his appointment if indeed he were not absent when it was made, for the writer of a letter from London, in the beginning of 1775, speaks of him as 'Parson Vardill, a native of New York, who has been here a twelvemonth, a ministerial writer under the signature of *Coriolanus*, lately appointed King's Professor in the College of New York with a salary of £200 sterling.'"

When President Cooper returned from England, the preliminary contests of the approaching Revolution had commenced. He warmly espoused the side of the King, and used voice and pen on behalf of the Crown. The general spirit and tenor of his contentions may be gathered from "A Friendly Address to all Reasonable Americans on the Subject of our Political Confusions," which he wrote, and had "Printed for the Purchasers, 1774." In this he set forth the wisdom of the English Constitution, under which "the subjects of Great Britain are the happiest people on earth," and of all such subjects, "those who reside in the American Colonies have been, and, were they sensible of their own advantages, might still be, by far the happiest;" minimized the exactions and evils of which the people complained; ridiculed the idea that a tax of three pence a pound on tea exported to America justified the resentment and the opposition which it occasioned; insisted that "the ill consequences of open disrespect to government are so great, that no misconduct of the administration can justify or excuse it;" declared "there is too much reason to believe that our minds are unprincipled and our hearts disposed for rebellion"; asserted the futility of resistance, as the "island of Britain is able to govern ten such Americas, if she will exert her power;" stated "it is morally certain that, in the day of trial, a large majority of the Americans will heartily unite with the King's troops, in reducing America to order. Our violent Republicans will then find themselves deserted by thousands and thousands in whom they now confide, and inexpressibly dreadful must be their disappointment;" and expressed the opinion that "a

¹ Thacher's *American Medical Biography and History of Medical Science*.

² George H. Moore.

rebellion of the Colonies, whether it should prove successful or unsuccessful, would necessarily terminate in ruin and destruction."

Though Dr. Cooper had exercised the influence and the authority of the Presidency of the College for a dozen years, was an elegant scholar, a wit, a facile writer in prose and verse, a charming conversationalist, a popular and most welcome member of polite society, he failed to attract to the support of his political views any considerable number of the students and alumni of King's College. He found among them, indeed, some of his most active and most effective opponents. In one of his political controversies, he is said to have been worsted by an anonymous writer, whom he afterward discovered to be Alexander Hamilton, a student in one of the younger classes of the College at the time. The indignation of his political adversaries finally found expression in a violent letter addressed to him and four other gentlemen of the City by name. The letter may be found in the American Archives, 4th series, Volume 2, Column 389, and is in large part as follows:

"PHILADELPHIA, April 25th, 1755.

"It appears from a number of authentick letters from *London*, that the present hostile preparations against the *American Colonies* were occasioned by nothing but assurances from you of the defection and submission of the Colony of *New York*. It is impossible to unfold the extensive and complicated nature of your crimes. You have defeated the attempts of the Congress to bring about a constitutional reconciliation with *Great Britain*. . . . But you have done more; you have unsheathed the sword of *Britain*, and pointed it against the bosom of your country. You have held up a signal for a Civil War; and all the calamities of Towns in flames, a desolated Country, butchered fathers, and weeping widows and children, now lay entirely at your doors. . . . Repeated insults and unparalleled oppressions have reduced the *Americans* to a state of desperation. Executions of villains in effigy will now no longer gratify their resentment. . . . The injury you have done to your country can not admit of reparation. Fly for your lives, or anticipate your doom by becoming your own executioners.

"THREE MILLIONS."

A fortnight after the date of this letter, on the night of May 10, an angry mob went to the lodgings of Dr. Cooper in the College to execute vengeance upon him. One of the students hastened on before to warn the President, who was in bed and asleep, of his danger. When the crowd gathered at the College, Alexander Hamilton and Robert Troup of the Class of '74, mounted the steps to keep the people at bay, and Hamilton addressed them in an impassioned speech on the impropriety of their conduct and the disgrace they were bringing on the cause of liberty by their excesses. The delay thus occasioned enabled the President to escape over the back fence, in very scanty apparel. In some verses descriptive of this occasion, which Dr. Cooper afterward wrote, he says, after speaking of his being aroused from slumber by—

"A heaven directed youth,
Whom oft my lessons led to truth,"

"I wake — I fly — while loud and near,
Dread execrations wound my ear,
And sore my soul dismay.
One avenue alone remained,
A speedy passage there I gained,
And winged my rapid way.

“That moment, all the furious throng,
 An entrance forcing, poured along,
 And filled my peaceful cell;
 Where harmless jest, and modest mirth,
 And cheerful laughter oft had birth
 And joy was wont to dwell.

“Nor yet content — but hoping still
 Their impious purpose to fulfil,
 They force each yielding door:
 And while their curses load my head
 With piercing steel they probe the bed,
 And thirst for human gore.

“Meanwhile along the sounding shore,
 Where Hudson’s waves incessant roar,
 I work my weary way;
 And skirt the windings of the tide,
 My faithful pupil by my side,
 Nor wish the approach of day.”

After wandering along the river bank till near morning he found refuge in the house of a friend till the following night, when he embarked on an English sloop of war in the Harbor, the “Kingfisher,” Captain James Montagu, in which he went to England. On the supposition that his absence would be but temporary, the Governors, on May 16, appointed as *Præses pro tempore*, Revd. Benjamin Moore, of the Class of 1768, afterward Bishop of New York. He was to take charge of the College until the return of Dr. Cooper, with whom he was to settle as to the allowance to be made him out of the President’s salary for his care and trouble. Dr. Cooper never returned to America. He ultimately settled in Edinburgh, as minister of the first Episcopal Chapel, and died there, suddenly, in 1785.

CHAPTER VI

CLOSING DAYS OF KING’S COLLEGE—INFLUENCE OF THE COLLEGE

THE last public Commencement of King’s College was held in Trinity Church on Tuesday, May 17, 1774. The “New York Gazette and Weekly Mercury” said of it: “The celebrity was honoured by the presence of his Excellency, *General Haldimand*, the principal officers of the Army, the Clergy and a very brilliant Assembly.” “The Discourses upon this occasion did great Honour to the Performers, who justly merited and received universal Approbation.”

In 1775, there were seven students graduated Bachelor of Arts, but “there was no public Commencement this year on account of the absence of Dr. Cooper.”

The students of the Class of 1776, six in number, who had satisfactorily completed the course, received their degrees, but there was, as noted in the *Matricula*, “No public

Commencement this year. The Turbulence and Confusion which prevail in every part of the Country effectually suppress every literary Pursuit." The *Matricula* previously states, under the heading "Anno 1776"; "There were no Admissions this year. On the sixth of April, a message was sent to the Treasurer of the College (signed Robert Benson) from a number of men who stiled themselves the *Committee of Safety* desiring the Governors to prepare the College in 6 days for the Reception of Troops. In consequence of this Demand, the students were dispersed, the Library, Apparatus, etc. were deposited in the City Hall and the College was turned into an Hospital." This seizure of its building occasioned the College great loss. President Moore says of it: "Almost all the apparatus and a large portion of the books belonging to the College, were wholly lost to it in consequence of this removal; and of the books recovered, six or seven hundred volumes were so, only after about thirty years, when they were found, with as many belonging to the New York Society Library and some belonging to Trinity Church, in a room in St. Paul's Chapel where, it seemed, no one but the Sexton had been aware of their existence, and neither he nor any body else could tell how they had arrived there. Previous to this dispersion of the College Library, it contained, besides books purchased by the Governors and those bequeathed by Dr. Bristow and by Mr. Murray, many valuable works given by the Earl of Bute and other individuals, and from the University of Oxford, a copy of every work printed at the University Press."

The *Matricula* of King's College closes with a note of the admission, in 1777, of William Walton and James De Lancey Walton. It appears, therefore, that some instruction continued to be given. When the College building became a military hospital, Mr. Leonard Lispenard provided a house for the President, Tutors and students of the College, and it was doubtless here that the College exercises, so long as they continued, were given. Mr. Moore lived in this house, as President *ad interim*, during a part of the War.¹ The Corporation was kept alive by occasional meetings of the Governors. The evidences of this are not numerous, but they would seem to be sufficient. President Moore, in his Sketch, states "there exists a certified copy of minutes of a meeting [of the Governors] on the seventeenth of May, 1781"; there is among the papers in the office of the Clerk of the Trustees an original memorandum, dated September 14, 1781, signed "William Walton, Sam Bayard, Jun.," certifying "that William Walton, Esquire, and Samuel Bayard, Jr., two of the Committee appointed by the Governors of King's College for letting the lands of the said College have agreed with Thomas Lincoln" to grant him a lease of certain lots for twenty-one years; in the minutes of the Regents of the University of the State of New York, acting as Trustees of Columbia College, February 15, 1785, there is notice of the presentation of "a letter from Aug. v. Horn, requesting the appointment of a Committee to audit his accounts as Treasurer of the late corporation of King's College, and signifying that he thinks himself entitled to a certain salary and for the term of five years next preceding the month of May last"; the petition of the Governors (or so many of them as remained) to the Legislature of New York, 1784, asking that the Charter be suitably changed and the College made a University, which petition was received as authoritative and acted upon by the Legislature. The educational record of the College, under its original name, practically closed, however, with the execution of the order of the Committee of Safety and the bestowal of degrees upon the Class of 1776.

¹ *Minutes of the Trustees of Columbia College*, March 28, 1788.

It was the great good fortune and the glory of King's College, in its brief career of twenty-two years, during which it educated upwards of one hundred young men, to contribute through them, in a remarkable degree, to the welfare of the Country. In the movements that preceded and led up to the Revolution, its alumni bore an honorable part in forming public opinion and in directing it aright; in the War of Independence they did their share in bearing the burdens, and in bringing to a successful issue the strife of arms; during the war and after it, they proved to be unexcelled in diplomatic skill, in constructive statesmanship, in judicial wisdom, and in devising and promoting measures that make for the material and the spiritual progress of the State.

Robert Troup, Henry Rutgers, Philip Pell, John Doughty, Stephen Lush, Edward Dunscomb, Gulian Verplanck, Leonard Lispenard and others, served their country well in the field, in council and in legislation: Richard Harison and Egbert Benson were lawyers of high repute, the former the convention that framed the United States, became, by the appointment of Washington, the first United States Attorney for the District of New York, and the latter, in addition to other public services of high character, became Judge of the Supreme Court of New York and Chief-Judge of the United States Court in the New York Circuit: Henry Cruger was a "merchant prince" of the early days: Samuel Bard was a learned, skilful and public-spirited physician, who left enduring memorials of his life: Samuel Provoost and Benjamin Moore were eminent clergymen, who became respectively, the first and the second Bishop of New York in the Episcopal Church, and the latter of whom was, also, twice President of the College that bred him: John Stevens was a great engineer, conspicuous for his agency in the invention, introduction and gradual improvement of steamboats and one of the first to perceive and point out the practicability and advantage of railroads on a large scale: Gouverneur Morris was a profound constitutional lawyer, a delegate to and a most important member of the United States Constitutional Convention of 1787, a financier, a diplomatist serving his country as a Special Commissioner to England and as Minister to France, a Senator of the United States, a Canal Commissioner of New York and, as such, contributing in a fundamental and lasting way to the development of the internal resources of his native State, "the associate of Clinton in joining the ocean with the lakes." Of Alexander Hamilton, John Jay and Robert R. Livingston, Mr. Gulian C. Verplanck, of the Class of 1801, in an address before the literary societies of Columbia College in 1830, spoke eloquently, and words of his with regard to them may close this imperfect record:



GULIAN VERPLANCK

"At the beginning of that glorious struggle [the Revolutionary War] Alexander Hamilton was still a youth, engaged in pursuing his College studies with that ardour and application which characterized all his mental efforts throughout life. The momentous

questions of the rights of the Colonies and the powers of the parent state, had been discussed in New York with no ordinary talent on both sides. The mind of the future statesman was roused by the subject. Like the Swedish warrior who, when he heard for the first time the whistling of the bullets about him, exclaimed 'This henceforth shall be my music,' young Hamilton, with a nobler instinct, when he then first turned his mind to the investigation of great principles, the duties of subjects, their rights, and those of their rulers and of the state,



ALEXANDER HAMILTON

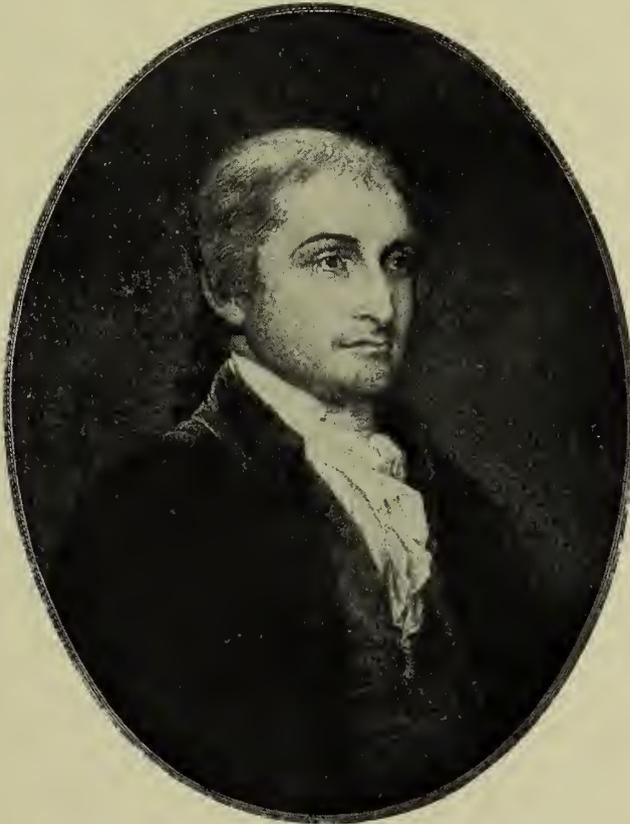
felt the true vocation of his genius, and rushed impatiently forward to enter upon his destined career of a patriot statesman. Then it was that his talents were first employed in the public service; and . . . 'America saw with astonishment a lad of seventeen in the ranks of her advocates, at a time when her advocates were sages and patriots.' A few months more found the same youth the companion in arms and the confidential friend of Washington." "It was to his foresight, his influence and eloquence, more than to any other man, perhaps more than to all others, that we owe that union of the States under the present constitution, which rescued us from weakness and anarchy, and gave us a permanent rank among the nations of the earth." "The effective defence of this constitution, its luminous exposition,

and its victorious adoption after a doubtful and embittered contest, give to Hamilton other and equally enduring claims upon the gratitude of posterity. In his speeches in the convention of this State, and in the more expanded vindication and exposition of the constitution contained in his numbers of the *Federalist*, whilst the immediate object of clearing up doubts, satisfying scruples, and refuting objections was victoriously obtained, he has left to succeeding generations a treasure of political science, which must ever be resorted to as the most authoritative and masterly exposition of our constitutional charter and the most luminous commentary upon the nature and history of representative and federative government. Then succeeded his short ministration of our memorable by that of the public revenue replenished the raised the prostrate placed it on a firm gave immediate ac- and the arts, and pursuits. It was a series of official which have proved source of instruction, thority to our states- mists, jurists and administration and

“The name of ously associated with Hamilton in the his- and our laws. . . . eight, he drafted, formed, the first con- of New York, under forty-five years, basis of our present and from which

since borrowed many of its most remarkable and original provisions. At that age, as soon as New York threw off her colonial character, he was appointed the first Chief-Justice of the state. Then followed a long, rapid and splendid succession of high trusts and weighty duties, the results of which are recorded in the most interesting pages of our annals. . . .

“It was from his richly stored mind that proceeded, while representing this state in the Congress of the United States (over whose deliberations he for a time presided), many of those celebrated state papers, whose grave eloquence commanded the admiration of Europe, and drew forth the eulogy of the master orators and statesmen of the times — of Chatham and Burke — whilst, by the evidence which they gave to the wisdom and talent that guided the councils of America, they contributed to her reputation and ultimate triumph as much as the most signal victories of her arms. As our Minister at Madrid and Paris, his sagacity



JOHN JAY

but brilliant ad- finances, rendered efficient organization and resources which bankrupt treasury, national credit and and durable basis, tivity to commerce security to all their memorable too for reports from his pen, the inexhaustible of argument, of au- men, political econo- orators, under every all forms of parties.” John Jay is glori- that of Alexander tory of our liberties At the age of twenty- and in effect himself stitution of the State which we lived for which still forms the State government, other states have

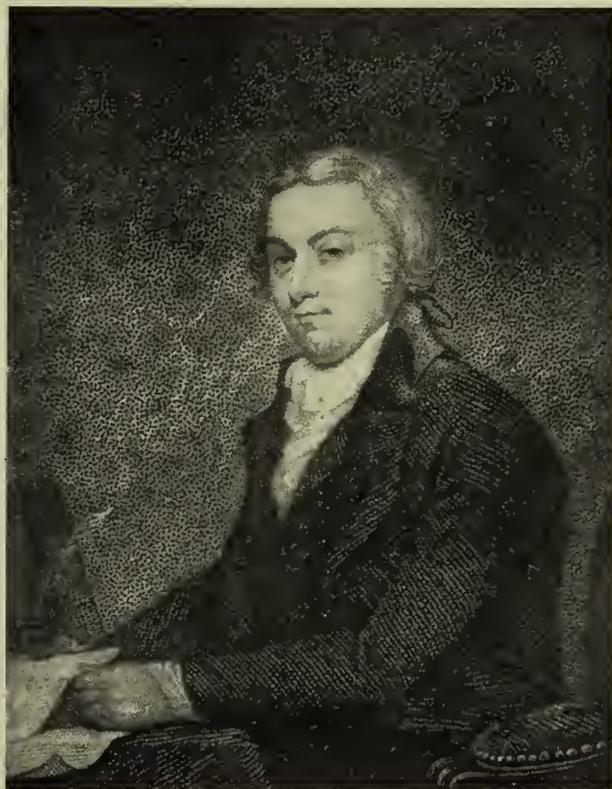
penetrated, and his calm firmness defeated, the intricate wiles of the diplomatists and cabinets of Europe, until in illustrious association with Franklin and John Adams, he settled and signed the definitive treaty of peace, recognizing and confirming our national independence. On his return home a not less illustrious association awaited him in a not less illustrious cause — the establishment and defence of the present constitution, with Hamilton and Madison. The last Secretary of Foreign Affairs under the old confederation, he was selected by Washington as the first Chief-Justice of the United States under the new constitution. I need not speak of the talent with which he discharged the duties of this latter station. . . . His able negotiation and commercial treaty with Great Britain, and his six years' administration as Governor of this state, completed his public life. As the character of Hamilton presents, in its soldier-like frankness and daring, a beautiful example of the spirit of chivalry applied to the pursuits of the statesman, so in that of Jay, pure and holy justice seemed to be embodied. He lived as one —

“ ‘Sent forth of the Omnipotent, to run
The great career of justice.’

“After a long and uninterrupted series of the highest civil employments in the most difficult times, he suddenly retired from their toils and dignities, in the full vigor of mind and body, and at an age when, in most statesmen, the objects of ambition show as gorgeously, and its aspirations are as stirring as ever . . . For the last thirty years of his remaining life, he was known to us only by the occasional appearance of his name, or the employment of his pen in the service of piety or philanthropy. A halo of veneration seemed to encircle him, as one belonging to another world, though yet lingering amongst us. When the tidings of his death came to us, they were received through the nation, not with sorrow or mourning, but with solemn awe; like that with which we read the mysterious passage of ancient scripture — ‘And Enoch walked with God, and he was not, for God took him.’”

“Eloquent and learned, graced with taste and fancy, the accomplishments of elegant letters and arts, and the acquisitions of solid science, Robert R. Livingston was the fellow-laborer of Jay and Hamilton in achieving the liberties of the United States, and in rearing the fabric of our civil institutions, as well as their ablest rival and opponent in the subsequent division of parties. He filled for twenty-five years the first law office of this State; and during that period of the Revolution in which the best talent of the nation was employed in the diplomatic service, acted as Secretary of Foreign Affairs to Congress, with an ability and talent at that time duly estimated, but which had fallen into oblivion, and become unknown to most of the present generation, until their effects were again conspicuously brought to light by the very recently published diplomatic correspondence of the American Revolution. There alone are signal claims to distinction; but in him they are lost in the blaze of far brighter and more lasting honors. His first act as an American statesman, was one of the Committee of five (Jefferson, Franklin, John Adams, Roger Sherman and Robert R. Livingston) who, in the Congress of 1776, prepared and presented the Declaration of Independence. His last political transaction was the negotiating and concluding that treaty which added to our empire, Louisiana, with the command of the Mississippi and that vast territory whence one mighty State after another is now successively bursting into life. Thus the name of Livingston is deeply inscribed upon the very corner-stone of our national liberties, and on the broadest arch of our national power.” “Splendid as were the incidents of Chancellor Livingston’s official and political career, he himself wisely looked with more satisfaction, and his best fame may hereafter rest, upon his efficient agency as an

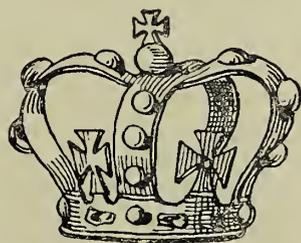
enlightened private citizen in hastening forward the march of improvement over our land. He was among the first in this State who applied to agriculture the science and the interest of a liberal study. . . . The arts of taste and design found in him one of their earliest and most judicious patrons. Under his auspices the first academy in this country for their cultivation was formed, and under



ROBERT R. LIVINGSTON

tion it was provided of improvement for instruction and refinement. Above all, invention of steam-lightened science in ticability and admir- phetic confidence in amidst repeated dis- and ridicule and in seizing upon himself the practical whose plans had been by the rulers, the talists of the old place him in the lasting benefactors It is a beautiful Bacon's, that antiq- the law-givers, the ers of States, but worthies or demi- ed upon those who proved the arts and human life honours (as he terms them) 'heroical and divine'; because the merit of the former is confined within the circle of one age or nation, but that of the others is indeed like the benefits of heaven, being permanent and universal. . . . It was, therefore a proud eulogy as well as a true one, which a distinguished Professor lately pronounced upon this College, when he traced to her walls and lecture-rooms, the germs of the greatest practical improvements which science has bestowed upon our state and nation — the steam-navigation of Livingston and Stevens, and the canal system of Morris and Clinton."

his immediate direc- with the best means the artist, and of in- ment to the general his agency in the navigation, his en- perceiving its prac- able use, his pro- the ultimate success appointments, losses, finally his sagacity and associating with genius of Fulton, rejected with scorn *savans* and the capi- world, combine to highest ranks of the ot the human race. thought of Lord uity, which honored founders or deliver- with the titles of gods, rightly bestow- had invented or im- commodities of



CROWN OF KING'S COLLEGE

BOOK II

COLUMBIA COLLEGE

CHAPTER I

REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK

WHEN the independence of the United States had been confirmed by the treaty of peace with Great Britain in 1783,—in the negotiation of which treaty a son of King's College, John Jay of the Class of '64, is said to have been so influential that it was "not only chiefly, but wholly by his means that it was brought to a successful conclusion"—the attention of the Legislature of New York was directed to the necessity of providing education for the people as a means of ennobling and making permanent the liberty that had been secured. King's College had suffered severe losses during the war and had remained practically in abeyance for eight years. Numerous vacancies had occurred in the Board of Governors by the death or absence of many of its members, and the interposition of the Legislature had become necessary to restore the vitality of the Corporation. Accordingly, the surviving and present remnant of the body of Governors petitioned the Legislature to erect the College into a University, and to make such alterations in the Charter as the changed condition of affairs might demand.

Moved by this petition, the Legislature of the State of New York passed, May 1, 1784, "An Act for granting certain privileges to the College heretofore called King's College, for altering the name and Charter thereof, and erecting an University within this State." By this Act was created a "body corporate and politic" styled the "Regents of the University of the State of New York, of whom the Governor, the Lieutenant-Governor, the President of the Senate for the time being, the Speaker of the Assembly, the Mayor of the City of Albany, the Attorney-General and the Secretary of the State respectively for the time being" were constituted Regents by reason of their offices, together with twenty-four gentlemen designated by name, and representatives of the "respective religious denominations in this State" to be chosen by the clergy thereof.

The Regents were given "full power and authority to ordain and make ordinances and bye laws for the government of the several Colleges which may or shall compose the said University" created by the Act; were "impowered to found Schools and Colleges in any such part of the State as may seem expedient to them and to endow the same, vesting such Colleges so endowed with full and ample powers to confer the degree of Batchelor of Arts, and directing the manner in which such Colleges are to be governed, always reserving, . . . a right to visit and examine into the state of literature in such College; . . . every such School or College being at all times to be deemed a part of the University"; were vested with "all the rights, privileges and immunities heretofore vested in the Corporation" of King's College, and were endowed with all the estate, real and personal, of that Corporation to be held and "applied solely to the use of the

said College"; were "further impowered and directed as soon as may be to elect a President and Professors for the College heretofore called King's College, which President shall continue in place during the pleasure of the Regents of the University," and were instructed "that from and after the first election the said President and all future Presidents shall be elected from out of the Professors of the several Colleges, that may or shall compose the said University, and that no Professor shall in any way whatsoever be accounted ineligible, for or by reason of any religious tenet or tenets that he may or shall profess, or be compelled by any bye law or otherwise to take any religious test-oath whatsoever." The Act further ordained "that the College within the City of New York heretofore called King's College be forever hereafter called and known by the name of Columbia College."

Mr. George H. Moore in his "origin and early History of Columbia College" remarks that King's College emerged from the Revolution "with the new name of Columbia, a word and name then for the first time recognized anywhere in law and history."

The Regents of the University held their first meeting on the third day after their appointment, at the house of John Simmons, an innkeeper in Wall Street, New York City, but there being no quorum present they adjourned to the following day. On May 5th, a quorum being present, Governor George Clinton was elected Chancellor of the University; Lieutenant-Governor Pierre Van Cortlandt, Vice-Chancellor; Brockholst Livingston, Treasurer; and Robert Harpur, Secretary. The Treasurer and the Secretary were instructed to "demand and receive from the late Treasurer and Clerk of the late corporation of the College called King's College, and from any other person or persons" all records, books and papers and all property of whatever kind, "lately belonging to the said late Corporation," and "in case of refusal to deliver the same to commence suits for the recovery thereof." The election of a President of the College was considered and postponed. The Rev. John Peter Tetard, who had taught a French school in New York before the Revolution and had been, by appointment of the New York Provincial Congress in 1775, French interpreter to General Schuyler and "Chaplin for the Troops of this Colony," was elected Professor of the French Language. Committees were appointed to supervise the repairs of the College building, to report bye laws, to devise a proper seal, to take measures for the recovery of moneys due the College on bonds, mortgages, leases or otherwise, and to engage instructors "for the term of twelve months."

On the fifteenth of May a Grammar School was instituted with William Cochran, who had been educated at Trinity College, Dublin, as Headmaster, "with permission to remove his present school thither." Mr. Cochran was made also temporary instructor, in the College, of the Greek and Latin Languages, to the Professorship of which he was appointed in the following December.

On the same day, May 15th, the examination of candidates for admission to the College, and their admission, was entrusted to a committee consisting of the "Chancellor or Vice-Chancellor and any two of the Regents," with Professor Tetard and Mr. Cochran; and each year during the control of the Regents, a similar committee was appointed for the like purpose.

Two days later, De Witt Clinton entered the Junior Class, the first student of the College under its new name. "It was, I may say, a mere accident," wrote Professor Cochran many years later to Dr. David Hosack, "that either that Seminary or myself has had any share in educating so great and useful a man. In the summer of 1784, his father brought him to New York, on his way to Princeton College, to place him in that Seminary. The Legislature had passed an act in the preceding winter, for restoring and new naming King's College; afterwards

to be a University by the name of Columbia. But no final arrangements or appointments had been made; only a committee was empowered to provide, in a temporary way, for what might be most needful. The late Mr. Duane, then Mayor of New York, was one of the committee, who hearing that the nephew of the Governor was going out of the State for his education, applied to me, to know if I would undertake the care of him, and such others as might offer, until the appointments for the College could be made. To which I readily agreed, and young Clinton with half a dozen more, were put under my tuition."¹ During 1784, nine students were admitted, all to the Junior Class.

Colonel Matthew Clarkson was appointed and authorized, at a meeting held May 26th, to proceed to France and the United Netherlands, to solicit and receive benefactions for the use of the University and was instructed to "purchase apparatus for the College as Dr. Franklin, Mr. Adams and Mr. Jefferson, Ministers of the United States, should advise."

The Regents soon became convinced that the Act constituting them was defective, by reason of "the dissimilarity of the Regents," and certain obscurities to the construction of the Act. They submitted the matter to the Legislature, on November 26, 1784, and passed an amendatory Act, appointing additional Regents, reducing the number of meetings, and providing for the Treasurer of the State to advance the sum of £2552 to the University for the use of

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a plan for a subscription to be opened in the State for the benefit of the University, with an address to the citizens on that subject." At the same meeting a committee of which Mayor Duane and Colonel Hamilton were members, was requested "to report the plan of education for the present, and the number of officers necessary to carry it into execution."

At a meeting held December 14, 1784, a committee, previously appointed, reported that "the annual income of Columbia College was computed to be £1000"; recommended the establishment of seven Professorships and nine "extra Professorships" in the Faculty of Arts, eight Professorships in the Faculty of Medicine, three Professorships in the Faculty of Law and that a "Faculty of Divinity be formed by such Professorships as may be established by the different Religious Societies within the State." The committee further recommended that a President, a Secretary and a Librarian be appointed; "that the different Professorships in the



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¹ Professor Cochran — See Hosack's *Memorial of De Witt Clinton*, New York, 1829.

Faculty of Arts be completed as soon as possible, and that the following salaries be annexed to each Professorship independent of the Emoluments of the Classes, viz.: Latin, Greek, Moral Philosophy, each £100 per annum — Rhetoric and Logic £50 — Mathematics, Natural Philosophy, and Astronomy, each £200 — and that the Professor of the French Language already appointed be allowed £100 per annum — and that the annual salary of the President, as such, be £200."

The Professorships that were filled were the following — in the Faculty of Arts: Latin, William Cochran, and Greek, the same; Rhetoric, Rev. Benjamin Moore, of the Class of 1768; Geography, Rev. John D. Gross, S.T.D.; Natural Philosophy and Astronomy, Dr. Samuel Bard, of the Class of 1763; and the following "extra Professorships" distinguished, apparently, from "Professorships" by having no salary attached to them, viz.: Oriental Languages, Rev. Johann C. Kunze, S.T.D.; German Language, Rev. Dr. Gross: — in the Faculty of Medicine: Chemistry, Dr. Samuel Bard, who resigned early in 1785, to become Professor of Natural Philosophy and Astronomy and was succeeded by Henry Moyes, LL.D.; Natural History, Dr. Moyes; Institutes of Medicine, Dr. Benjamin Kissam; Anatomy, Dr. Charles McKnight, and Surgery, the same; Midwifery, Dr. Ebenezer Crosby; Practice of Physic, Dr. Nicholas Romaine.

On the fourth of April, 1785, a committee appointed to examine the state of funds of the College and "to enquire for a proper person to be appointed President and Professor of Mathematics" reported that there were in the hands of the Treasurer £952, and in the hands of Mr. Cotes of London, subject to the draft of the Treasurer, £1169 14s. 6d.; that the College lots, if let out to the best advantage, would bring in about £250 per annum; that if all debts due to the College were prosecuted to a settlement, "a sum not less than £12000 might be secured, the income of which at seven per cent. will be £840"; "that the rent of the rooms, over and above what will be necessary for the accommodation of the President and Professors, at 80s. per annum for each student will be £120"; and they hope therefore "the future income of Columbia College may be estimated at £1200 per annum." They further reported "that from the deranged state of and great losses which the funds of Columbia College have sustained, they do not think the Regency have it at present in their power to offer such a salary as will be an inducement to a respectable character to accept the office of President"; that they had arranged with the Professors in the Faculty of Arts to "execute the office of President for one year by monthly rotation," and had appointed Mr. John Kemp to be teacher of Mathematics for one year with the salary attached to the Professorship. They advised the Regents that the plan of tuition and discipline should be published and to it annexed an address to the public "explanatory of their Institution, representing the losses of Columbia College and the deranged state of its funds, and requesting the aid of the public by voluntary subscriptions to carry their plan into full execution," and that "an application be made to the Legislature to grant them an aid by a tax on marriage licenses or any other mode they may think proper."

It does not appear that the plans of the Regents for obtaining financial aid by voluntary subscription or Legislative grant were successful. The only recorded benefaction is a bequest, left by Major Edward Clarke in 1785, of one thousand pounds sterling to be expended in the purchase of books for the College Library.

Two classes were graduated under the auspices of the Regents — the Class of 1786 and that of 1787. A committee of the Regents, especially appointed for the purpose, superintended these Commencements, and presented each student, admissible to the degree of Bachelor of Arts, instead of a diploma, "with a certificate under the seal of the corporation signed by the

Secretary, certifying that he is entitled to the degree of Bachelor of Arts to be conferred as soon as a President shall be appointed for Columbia College." The certificates then given were, in 1788, replaced by diplomas in due form, bearing date, respectively, April 4, 1786, and April 5, 1787.

The following is an account of the first Commencement of Columbia College under its new name given in the "New York Journal or Weekly Register" for April 13, 1786:

"On Tuesday last (11th) was held the first Commencement of Columbia College: and the public, with equal surprise and pleasure, received the first fruits of reviving learning, after a lamented interval of many years.

"The Honorable the Continental Congress, and both Houses of the Legislature suspended the public business, to support the important interests of Education by their countenance, and grace the ceremony by their august presence. The procession moved from College Hall about an half an hour after eleven in the forenoon, in the following order:

[The order is then given.]

"When they arrived at St. Paul's Church, the place appointed for their graduation, the Reverend Mr. Provoost introduced the solemnity of the day by performing Divine Service.

"Mr. Cochran, Professor of the Greek and Latin Languages, was appointed to call up the speakers in their proper order.

"Mr. De Witt Clinton, the first candidate who spoke, addressed the audience in an elegant Latin oration, *de utilitate et necessitate studiorum artium liberalium*, which he finished with a polite and well adapted salutation, in the same language, to the Members of Congress and of the Legislature; to the Regents and Professors, and to the audience at large."

A list of other speakers follows, and the whole concludes:

"We do not remember ever to have seen such a concourse of people as met upon this auspicious occasion, who seemed universally delighted with the performance of the candidates, equally honorable to the teachers and themselves."

The Regents found by experience that the amendatory act of November 26, 1784, had not overcome the difficulties under which they labored in the administration of their trust. In April 1786, a committee was appointed to consider the matter and report measures of relief. Again, in January 1787, a committee, of which Mayor Duane was chairman, was instructed "to take into consideration the present state of the University and to report as soon as possible the measures necessary to be adopted to carry into effect the views of the Legislature with respect to the same and particularly with respect to Columbia College." This committee, on the fifteenth of February, reported, among other things, "That each respective College ought to be entrusted to a distinct corporation with competent powers and privileges," and submitted the draft of a bill for effecting the changes suggested in the report. This draft was referred, on March 8, to a committee consisting, among others, of the Speaker of the Assembly, the Mayor of New York, John Jay and Alexander Hamilton, "to consider of the most proper means for procuring an Act of the Legislature for amending the Charter of the University, either in conformity to the bill directed to be presented by the resolution of the Board of the fifteenth of February last or with such alterations as may be found necessary." This committee prepared a bill for submission to the Legislature, and the Legislature, on the thirteenth of April, 1787, passed "An Act to institute an University within this State and for other purposes therein mentioned."

The Act provides for the establishment of a University to be called and known by the name or style of the "The Regents of the University of the State of New York" and creates the Regents a corporation, with power to visit and inspect all the Colleges, Academies or Schools which are or may be established in the State, to confer diplomas, and to grant charters: revives and confirms the original Charter of King's College with amendments abolishing *ex officio* membership of its governing body, cancelling the requirements that the President should hold a certain form of religious belief and that a certain form of prayer should be used in the morning and evening services of the College; ordains that the College "shall be henceforth called Columbia College" and "that the style of the said corporation shall be the Trustees of Columbia College in the City of New York"; names a body of twenty-nine Trustees and vests in them "all and singular the power, authority, rights, privileges, franchises and immunities," "excepting as before excepted," and "all and singular the lands, tenements, hereditaments and real estate, goods, chattels, rents, annuities, moneys, books and other property," whereof the Governors of King's College were possessed or entitled by virtue of the original Charter, or with which the Regents of the University were invested by the Acts of 1784 for the benefit of Columbia College. The body of Trustees named in the Act, after it became reduced to twenty-four "by the death or resignation or removal of any" of its members, was made a self-perpetuating body. Under this government the College has since remained.

CHAPTER II

RE-ORGANIZATION OF THE COLLEGE, AND CHANGE OF NAME — PRESIDENT WILLIAM

SAMUEL JOHNSON

THE Trustees named in the Act met at the Exchange in the City of New York on Tuesday, May 8, 1787, with the Hon. James Duane, as Chairman, and completed their organization by the election of Robert Harpur, as Secretary, and Brockholst Livingston as Treasurer. Mr. Harpur had been Professor in King's College, 1761-67; Mr. Livingston, who served the College well as Trustee and Treasurer from its re-organization in 1784, till his death in 1823, and was for the last seven years of his life, Chairman of the Trustees, was the son of William Livingston who so bitterly opposed the granting of a Charter to King's College in 1754.

During the month of May, Professors Kunze, Bard and Romaine resigned their offices, so that there were, practically, when the Trustees assumed charge: in the Faculty of Medicine, three Professors: Dr. McKnight, Anatomy and Surgery; Dr. Crosby, Midwifery; Dr. Kissam, Institutes of Medicine: — in the Faculty of Arts, three Professors: Mr. Cochran, Greek and Latin Languages; Dr. Kemp, Mathematics; Rev. Dr. Gross, Geography and German. Of Dr. Gross's instruction in "Geography," the following notice is interesting:

"After the Revolution, Columbia College, having dropped its royal name and patron as well as its Tory President and Tory Professor of History, took a fresh start under American auspices. An old broadside, preserved in the Columbia Library, contains the statutes of the College for 1785, and a 'Plan of Education,' whereby it appears that history was taught in what was then a unique way for America. The Rev. John Daniel Gross, Professor of German and Geography, from 1784 to 1795, taught the Sophomore Class three times a week, in a course which was characterized as a 'Description of the Globe in respect of all general matters. Rise,

extent, and fall of ancient empires; chronology as low as the fall of the Roman Empire; present state of the world; origin of the present States and Kingdoms—their extent, power, commerce, religion, and customs; modern chronology.' This was history with an ancient and geographical basis, but with a modern political outlook. It was a highly creditable course, the best that the writer has found in the annals of any American College, at that early period. It savors, however, more of German than of English origin. John Gross, Professor of German and Geography, and afterward of Moral Philosophy, evidently represents a European current in American College was the forerunner the German Amer-

On the twenty-first of May, William Samuel Johnson, LL.D., was unanimously elected President of Columbia College, and on the twelfth of November following signified his acceptance.

Dr. Johnson was the son of the Rev. Dr. Samuel Johnson, first President of King's College. He was graduated Bachelor of Arts from Yale College in 1744, and received the degree of Master of Arts three years later. He was bred to the law and early achieved a commanding position in the profession. He repeatedly presented his name to the Colonial Assembly of Connecticut, and in 1765, was a delegate to a Congress in New York. He was elected as special agent to the Court to manage a case of



WILLIAM SAMUEL JOHNSON

involving title to a large tract of land and "even the chartered rights" of the Province. He spent nearly five years in this enterprise. While in England he enjoyed the companionship and friendship of some of the foremost men of the time—among others, of Archbishop Secker of Canterbury, of Lord Mansfield, and of the great lexicographer, Samuel Johnson, who wrote him a letter, under date of March 4, 1773, beginning, "Of all those whom the various accidents of life have brought within my notice, there is scarce any whose acquaintance I have more desired to cultivate than yours." After his return he filled, successively, the offices of Judge of the Superior Court of Connecticut, member of the Council of Connecticut, Representative in Congress, in which office he

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¹ *The Study of History in American Colleges and Universities.* Herbert B. Adams, Ph.D., Asso. Prof. Hist. Johns Hopkins. Bureau of Education, Circular of Information No. 2, p. 60, 1887.

continued till he was chosen a delegate to the Convention which framed the Constitution of the United States. Not long after his acceptance of the Presidency of Columbia College, in January 1788, he was chosen United States Senator from Connecticut under the new Constitution. "To him and his colleague, Oliver Ellsworth, was committed the important duty of framing a judiciary system for the United States, and the bill which they reported was adopted with little alteration." He combined the duties of the Presidency and the Senatorship till the sittings of Congress were removed from New York to Philadelphia, when he resigned the Senatorship.¹ He continued President of the College till 1800, and conducted the office with dignity, usefulness and honor.

From the report of a Committee on the State of the College, made November 26, 1787, it appears that —

Twenty-four of the twenty-nine gentlemen named as Trustees in the Act of 1787 accepted the office:

Dr. Johnson, as President, received a salary of £400:

Dr. Gross received no salary as Professor of German and Geography, but as temporary instructor of Moral Philosophy he received £50:

Mr. Cochran received £100 as Professor of Latin and £100 as Professor of Greek:

Dr. Kemp received £200 as Professor of Mathematics and £50 additional as temporary instructor in Natural Philosophy:

These salaries with payments to the steward and other under offices amounted to £972 per annum:

The Professors in the Faculty of Medicine received no salaries.

The number of students was 39, distributed as follows:

Freshmen 18; Sophomores 7; Juniors 10; Seniors 4; of whom five slept and boarded in the College building, and thirty-four in the City:

The President, Professors and students wore no gowns:

There were no suitable apartments for the use of the classes. The tuition money and chamber rent were not ascertained further than neither should exceed that paid for a like purpose by the College of New Jersey:

There was scarcely any library:

The College had property consisting of 91 lots, of which 78 were rented on leases for £447 11s. per annum; bonds reckoned good to the amount of £12,633 10s. 8d., on which the annual interest was £880 6s. 2d. and the amount of interest due was £2345 8s.; bonds reckoned bad to the amount of £2304, on which there was interest due amounting to £1885 9s. 7d.:

The whole annual income of the College was £1331 17s. 2d. and the amount then in the hands of the Treasurer was £614 8s. 6d.

At several successive meetings in the month of December, it was determined that President Johnson should give instruction in Rhetoric and Logic (in which department there was no Professor) and that he should receive £50 per annum for the service; that the President and the Professors should be recommended to wear gowns; that the Professors be requested to attend prayers punctually in the College Hall; that each student should pay the President and each Professor or teacher whose course he attended five dollars per annum; that the Treasurer should receive £30 per annum and the Secretary

¹ President Moore's *Historical Sketch*, and Beardsley's *Life of Samuel Johnson*.

£25; and that the Statutes should be revised. Professor Gross was made Professor of Moral Philosophy, which subject he had taught as temporary instructor from his first connection with the College.

In 1788, the students were allowed, on their own petition, to wear gowns, and in the following year, the President and Professors were authorized to require them to wear gowns "in such cases and under such penalties as they may judge proper."

It may be of interest to note here, that, of the students entering the Freshman Class in 1788, were John Randolph, afterwards celebrated as of Roanoke, and his brother Theodoric. It appears from the Matricula that both were promoted to the Sophomore Class in 1789, and that John became a member of the Junior Class in 1790 but left some time during that year.

On April 9, 1789, Peter Wilson was elected Professor of the Latin and Greek languages, in place of Mr. Cochran who had resigned. The Professor of Mathematics and Natural Philosophy was authorized to give instruction to the students in the manner proposed by him in the following plan:

FRESHMAN CLASS. — *Twice a Week.* — Extraction of the Roots; Algebra as far as Cubic Equations.

SOPHOMORE CLASS. — *Three times a Week.* — Euclid's Elements; Plain Trigonometry, its application to the mensuration of heights and distances, of surfaces and solids; Land surveying; Navigation, &c.

JUNIOR CLASS. — *Once a Day.* — Conic Sections and other Curves; Projection of the Sphere; Spherical Trigonometry, its application to Astronomy; the higher parts of Algebra; the application of Algebra to Geometry; General Principles of Fluxions.

SENIOR CLASS. — *Once a Day.* — General properties of Matter; Laws of Motion; Mechanical Powers; Construction of Machines; Hydrostatics; Hydraulics; Pneumatics; Optics; Astronomy; Electricity and Magnetism.

On the thirtieth of April, 1789, the Hon. Robert R. Livingston, Class of 1765, King's College, Chancellor of the State of New York, administered the oath of office to, and proclaimed, George Washington President of the United States of America. The spot on which this ceremony took place is marked by a statue of Washington in front of the United States Sub-Treasury in Wall Street, New York. The President, the Vice-President and the Houses of Congress then proceeded to St. Paul's Chapel, where divine service was performed by the Right Reverend Dr. Provoost, Class of 1758, King's College, Bishop of New York and Chaplain to the Senate. On the sixth of May following, was held, in St. Paul's Chapel, the Annual Commencement of Columbia College, which was graced by the presence of President Washington, Vice-President Adams, the Senate and House of Representatives of the United States, and of the Governor and principal officers of the State of New York. The College had, through its alumni, been of signal service in bringing about the independence of the country and the establishment of its government upon a sure constitutional foundation, and one of the earliest acts of the new government was this tribute of honor to the College.

In the latter part of April 1791, the Trustees appointed a committee to prepare a plan for teaching in the College the science of medicine, and to report it without delay. Soon afterward, on May 2d, the Committee reported that it would be "proper at present to have Lectures in Chemistry, Anatomy and the Practice of Physic read in Columbia College and that Dr. Romayne (who already has a very considerable number of pupils

under his tuition and has been in the habit of teaching) be nominated Lecturer in those Branches." Dr. Romaine was, on May 5th, appointed Lecturer.

Early in January 1792, the Medical Society of the State of New York presented an address to the Trustees upon the establishment (or rather the re-establishment) of a Medical School in connection with the College. The address was referred to a committee, which was authorized to confer with the Regents of the University and request their aid and advice "on the means which will be most proper to render the said Institution satisfactory and beneficial to the public." This Committee reported to the Trustees, at a meeting held February 13, that the Regents fully approved the design and that, upon the constitution of a Medical School satisfactory to them, would not establish a separate medical institution. The Regents desired that the Trustees should make their medical appointments without delay, that notice of them might be made in the Annual Report of the Regents, which was to be prepared on the evening of February 15th, "as a Reason why the Regents have not proceeded agreeably to the Powers vested in them by the Legislature" to create a "College of physicians and surgeons" (Act of March 24, 1791). A Faculty of Medicine, consisting of a Dean and eight Professors, was at once resolved upon and nominations to fill the offices were made. At an adjourned meeting, held on the following day, Dr. Samuel Bard was appointed Dean, and the following Professors elected: Dr. Richard Bailey, Anatomy; Dr. Samuel Nicoll, Chemistry; Dr. John R. B. Rogers, Midwifery; Dr. William P. Smith, Materia Medica; Dr. Wright Post, Surgery; Dr. William Hamersley, Institutes of Medicine; Dr. Richard Sharpe Kissam, Professor of Botany; Dr. Nicholas Romaine (who resigned the Lectureship that he held, to take effect after the tenth of May ensuing), Practice of Physic.

The students of Medicine, who were attending the lectures of Dr. Romaine and who were "matriculated in the Album of this College," were authorized to date their standings as medical students from the dates of their matriculation. Two weeks later, a number of the medical students declined to avail themselves of the privilege accorded them by the Trustees, and Dr. Romaine resigned his medical appointments and "signified his intention of no longer continuing his course of medical instruction in Columbia College:" the Faculty of Medicine as constituted, with the exception of Dr. Romaine, presented an Address which was ordered to be entered on the Minutes and published. In the address, the Dean and the Professors make their acknowledgments for their "honorable appointments," give assurance "of their most faithfull and strenuous Exertions to render the important Branch of Education committed to their care as compleat and extensive as possible," and say "whilst every Individual conceives it his indispensable duty assiduously to cultivate that part to which he has been appointed, they hope by their united Endeavours so to conduct the whole as that this Institution shall prove the happy means of rescuing a liberal Science from the hands of ignorance and imposture, of furnishing useful and learned men in one of the most important of all professions (that which has the care of the healths and lives of the people), and of increasing the fame and extending the usefulness of this College." The School met the approval of the Regents and superseded the necessity of their forming a similar establishment.

The Trustees proceeded steadily in their endeavors to rehabilitate the College and make the course of instruction as complete as possible. They were encouraged by the favor of the Legislature and aided by grants of money for the purchase of books and

scientific apparatus, for buildings and the salaries of Professors. By "an Act for the further encouragement of Literature" passed March 31, 1790, the Legislature authorized and empowered the Regents of the University to take possession of certain lands and tenements and apply the revenue from them for the better advancement of science and literature in Columbia College and the Academies incorporated or to be incorporated by the Regents; and, further, granted for immediate use the sum of one thousand pounds. One moiety of the sum appropriated was devoted to the use of the College to relieve its more pressing necessities.

"An Act to encourage Literature, by Donations to Columbia College and to the several Academies in the State," passed April 11, 1792, granted to the Trustees of the College—£1500 to enlarge the Library; £200 for a chemical apparatus; £1200 to build a wall to support the grounds of the College; £5000 to erect a hall and an additional wing pursuant to the original plan of the College; £750 annually for five years for salaries of additional Professors, which annuity was continued for two years longer (seven years in all) by an Act passed April 17, 1796.

In June 1792, a committee of the Trustees, appointed in the preceding April "to see what additional Professorships are wanting in this College and what salaries can be allowed for their support," reported that there were needed the following Professorships: Law; Ancient and Modern History; Natural History, Chemistry, Agriculture and other Arts depending thereon, annual salary £200; Oriental Languages, salary £100; French Language, salary £100.

The report was agreed to, and it was resolved that the Professor of Oriental Languages should be at liberty to instruct his students but three days in the week and at his own house, for which he be entitled to receive from each student "the usual fees of forty shillings per annum;" that the Professor of French should "teach such of the students of the College as choose to be instructed in that Language" at such times as might be agreed upon by the Board of President and Professors, the fee for each student to be forty shillings; that the Professor of Natural History, etc., should, during the sessions of the College, daily attend his Lectures there, Saturdays excepted, the fee to the Professor from each student to be forty shillings per annum. "The schedule or sketch of this Professorship (Natural History, etc.) to comprehend the Philosophical Doctrines of Chemistry and Natural History under the following Heads—

- "1. Geology, or the natural and chemical History of the Earth;"
- "2. Meteorology, or the natural and chemical History of the Atmosphere;"
- "3. Hydrology, or the natural and chemical History of Waters;"
- "4. Mineralogy, or the natural and chemical History of Fossil Substances;"
- "5. Botany, or the natural and chemical History of Plants;"
- "6. Zoölogy, or the natural and chemical History of Animals."

"The course to be so arranged with the Professor of Mathematics and Mechanical Philosophy as to form a complete sett of doctrines and facts in the department of experimental Physics."

At the next meeting of the Trustees, July 9, three of the Professorships were filled by the election of Dr. Samuel Latham Mitchill, Natural History, etc.; Rev. Dr. Johann C. Kunze, Oriental Languages; Mr. Villette de Marcellin, French Language. At this meeting it was "Ordered that every Professor of this College who teaches by Lecture do pub-

lish within one year a Syllabus of his Course of Lectures—and that such as teach by recitation and examination publish a plan of their courses, both to be so constructed as to point out the Time employed and number of Lectures given in each.”

In December of the following year, the Professorship of Law was filled by the election of James Kent, subsequently the celebrated Chancellor of New York.

In July 1794, Professor Mitchill, on behalf of a committee appointed for the purpose, made report to the *Senatus Academicus* of “the present state of Learning in the College, collected from written statements handed in by the Professors.” This report was sent to the Regents of the University, and by them submitted to the Legislature with their report made in 1795. (A copy of the pamphlet is in the Library of the New York Historical Society.)

The presentation begins with the statement “The College consists of two Faculties; 1. The Faculty of Arts, composed of the President and seven Professors; and, 2. The Faculty of Physic, comprehending the Dean and seven other Professors.” The plan of instruction follows:

President Johnson was Lecturer in Rhetoric and Belles-lettres, and instructed the students in the grammar and proper pronunciation of the English Language. He so conducted his course “as to comprehend, as far as possible, a complete course of instruction in the Origin, Nature and Progress of Language in general, and of the English Language in particular; in the art of writing and speaking it with propriety, elegance and force—the rules and principles of every species of eloquence—the principles of true taste and the rules of just criticism, whereby the students may be enabled to judge properly of each species of composition in every branch of elegant literature.”

Professor Gross taught Moral Philosophy. “The system of that science in Columbia College comprehends an ‘Introductory Treatise’ on the different states and conditions of man—the nature of man—the powers and faculties of the human mind which distinguish him from the rest of animated nature on earth; as a moral agent accountable to God and his fellow creatures for his actions and the use of those powers.—Then follows a three-fold division of the course: 1. The first explaining the Principles and Laws resulting from the nature of man, and his natural relations to God and his fellow creatures, by which human conduct ought to be regulated in a manner becoming the dignity of human nature, and conformable to the will of God. This constitutes the ‘Law of Nature’ strictly so called.” “2. In the second part of the system, those general principles are applied to the different states, relations and conditions of man, comprehending (*a*) ethics. . . (*b*) Natural Jurisprudence.” Rights in Things; Rights of Persons; Civil Government. “3. The Law of Nations, as founded in nature, makes the third part.”

John Kemp, L.L.D., was Professor of Mathematics. The course given by him was fairly extensive, embracing Arithmetic taught “in a scientific manner,” Algebra including the higher branches, Trigonometry, Land Surveying and Navigation, Euclid, the doctrine of chances and annuities, application of Algebra to Geometry, and the Doctrine of Fluxions.

“There is also a Professorship of Natural Philosophy and Astronomy in the College. This course is divided, by John Kemp, LL.D., the Professor, into, 1. Mechanics, strictly so called; 2. Hydrostatics; 3. Hydraulics; 4. Pneumatics; 5. Optics; 6. Electricity; 7. Magnetism; and, 8. Astronomy.”

"The College is provided with an elegant and extensive apparatus for Mechanical Philosophy and Astronomy. There are about six hundred experiments performed each year during the course.—Young gentlemen may attend any or all of the Mathematical classes, as well as the Natural Philosophy and Astronomical class, without regularly entering the College, or being subjected to any other regulations of the College than relate to those classes respectively."

The Rev. Elijah D. Rattoone was Professor of the Greek and Latin Languages, in which a thorough and extended course was given. Mr. Rattoone also filled the Professorship of Humanity, which was established May 7, 1794. In this subject he delivered a regular course of lectures on "Humanity; including the opinions of the ancient philosophers; the religion, government, laws, policy, customs and manners of Greece and Rome: the whole designed to explain and elucidate ancient learning, and to facilitate the acquisition of liberal knowledge.

"In short, the object pursued is to make critical and useful scholars — to infuse, from those learned languages, a true taste for propriety and correctness — to teach the value of those tongues which never change nor vary, which the Professor considers as the true standards of excellence in language, and as containing generally whatever is just in thought, elegant in expression, and harmonious in numbers."

"John Christoff Kunze, S.T.D. is the Professor of Oriental Languages, and assists the Students of Divinity, of all denominations, in their pursuits to acquire a competent knowledge of the original language of such documents of revealed religion as belong to the Old Testament. He teaches the graduates and undergraduates of Columbia College, and others who apply for the purpose, at such hours as do not interfere with the usual lecture hours of the College." "As he found it difficult to procure a printed grammar in sufficient numbers in this country, and the use of different grammars would retard the progress of the students, he has brought all that is necessary and essential into the small compass of four sheets, of which each of his hearers, by degrees, takes a copy; and he flatters himself, that his method hitherto has proved more compendious and more advantageous than that generally pursued. Only a few of the principal rules are to be gotten by heart, and the rest are rendered familiar by the practice."

"A Professorship of Economics was instituted in July 1792, and Samuel Latham Mitchill, M.D. appointed Professor. This course, of which a Syllabus is published, is conducted upon the *new French* system. A few weeks ago, Mr. Mitchill gave an edition of the New Nomenclature of Chemistry, in French, German and English, for the use of the students. This Professorship comprises not only the classification and arrangement of natural bodies, but also treats of a great variety of facts which form the basis of Medicine, Agriculture, and other useful arts, as well as of manufactures."

Any gentleman might attend the class in Chemistry, without regularly attending College; and there was said to be "a handsome apparatus belonging to this department and a considerable collection of fossils."

"The Professorship of the French Tongue" was held by Antoine Villette Marcellin. His courses, though particularly intended for the College students, were open to other persons.

"A Professorship of Law was instituted in December 1793, and James Kent, A.M., appointed Professor. Mr. Kent having been so recently appointed, has not as yet entered upon a course of lectures, but this Professorship is intended to comprise a brief review of the history, the nature, the several forms, and the just ends of civil government — a sketch of the origin, progress,

and final settlement of the government of the United States — a particular detail of the organization and duties of the several departments of the general government, together with an examination of such parts of the civil and criminal codes of the federal jurisprudence as shall be the most susceptible of illustration and most conducive to public utility. — The constitutions of the several States, and the connection they bear with the general government, will then be considered, and the more particular examination of the constitution of this State. — The whole detail of our municipal law, with relation to the rights of property and of persons, and the forms of administering justice, both civil and criminal, will then be treated fully and at large.”

Encouraged by the approprations referred to as made by the Legislature, the Trustees proceeded with their plans for the additional wing as provided for in the Act of 1792. They that their plans were more extensive than their means would allow, and in 1796, their application for additional aid, to suspend their operations. In 1797, they obtained \$500 for the care of the Anatomy. In 1799, the Legislature granted £750, for salaries, expiring at the end of the year. The Trustees committed the teaching of Rhetoric and



JAMES KENT

Logic and Moral Philosophy to the President; united in one Professorship the Latin and Greek Languages, Roman and Grecian Antiquities; combined in another, Mathematics, Natural Philosophy and Geography; and discontinued the Professorships in Oriental Languages, in French and in Law. A Professorship of Natural History and Chemistry was instituted as part of the regular academical studies.

On the sixteenth of July, 1800, Dr. Johnson presented his resignation as President, which was accepted, and it was resolved that a letter of thanks be addressed to him “for his long and faithful services in this Institution.”

On retiring from the Presidency, Dr. Johnson took up his residence in Stratford, Connecticut, where he lived to enter upon his ninety-third year, “retaining to the last his vigor and activity

by the appropriation made by the Legislature. In 1795, the Rev. Dr. Professor of Moral Philosophy, Dr. Gross had resigned, and of the Rev. Professor of Rhetoric and Belles-lettres. They also proceeded with the building of an additional wing as provided for in the Act of 1792, however, the means were more extensive than they had, having failed in their application to the Legislature they were obliged to suspend their operations. In 1797, the Legislature granted \$500 for the care of the Anatomy. In 1799, the Legislature granted £750, for salaries, expiring at the end of the year. The Trustees committed the teaching of Belles-lettres, with

of mind, the ardor of his literary curiosity, and a most lively interest in whatever concerned the welfare of this country, and of the Christian world.”¹

The vacancy in the Presidency continued a year, during which time Professors Kemp and Wilson appear to have discharged the duties of the office.

CHAPTER III

PRESIDENTS CHARLES H. WHARTON AND BENJAMIN MOORE.—REVISION OF SCHEME OF EDUCATION AND DISCIPLINE

ON May 25, 1801, the Rev. Dr. Charles H. Wharton, Rector of St. Mary's Church, Burlington, New Jersey, was elected President, signified his acceptance early in the following August, and resigned the office December 11th of the same year. There is no record in the minutes of the having rendered service, though a notice of him, ing presided at ment. His accept- dency of the Col- his connection Church, of which Rector till his death

A Committee “consider and the office of Presi- December 30th, sorship which is fice of President it; that the Presi- merely with a gen- dence of the Insti- attendance on tions of the stu- ing at Commence- forming the ser- performed by that there be a of Moral Philoso- Belles-lettres and



CHARLES H. WHARTON

Trustees of his any Collegiate Bishop Doane, in speaks of his hav- the Commence- ance of the Presi- lege did not sever with St. Mary's he continued to be on July 23, 1833. appointed to report respecting dent” reported on “That the Profes- annexed to the of- be detached from dent be charged eral Superinten- tution, including public Examina- dents, the presid- ments, and per- vices usually here the President; and distinct Professor phy, Rhetoric and Logic.”

On the day following this report, the Right Reverend Benjamin Moore, of the Class of 1768, Bishop of New York, who had been President *pro tempore* after the flight, in 1775, of President Cooper, and was Professor of Rhetoric and Logic in the College 1784-87, was elected

¹ President Moore's *Historical Sketch*.

President, and the Rev. Dr. John Bowden, of the Class of 1772, was made Professor of Moral Philosophy, Rhetoric and Belles-lettres and Logic.

The Professorship of Chemistry having become vacant by the election of Dr. Samuel L. Mitchill to the House of Representatives in 1801, and his entrance upon his duties, Dr. James S. Stringham was elected to the chair, November 18, 1802. The condition of the funds of the College did not allow of a salary to him, but the Trustees directed "that either the Junior or Senior Class at the Election of the Faculty of Arts be directed to attend on the Lectures of the said Professor to pay him for the lars, for which sum Privilege of attend-

The Trustees hampered in their funds. Appeals for further aid From a report of November 17, "that the whole enue of the Colceed One Thoudred and Seventy and that the stated aries to the officers to "Fourteen HunSeven Pounds; for contingent Expairs of Ninety

Some addierty of the Colthe cession, in jointly with Union Regents of the tain lands in north-Lake George, Crown Point.

tions were resumed and continued so far as to complete the hall and recitation-rooms on the north end of the new foundation. On August 5, 1805, the Trustees "Resolved that the Treasurer be, and hereby is requested to lay before this Board, with all convenient Speed, a Schedule of the whole real and personal Property of Columbia College, specifying the several Lots or Portions of Ground, with the Rent charged on each, the Date and Expiration of the Leases: and the Conditions upon which they have been granted: and also to annex to the said Schedule a View of the Debts due from the Corporation: and of its annual Expenditure." The Treasurer's report was made on the fourteenth of the following December. From this it appears that the real property consisted of—the grant made by Trinity Church to the College, May 13, 1755, of that portion of the King's Farm described as "situate, lying and



BENJAMIN MOORE

and each student Course Eight Dolhe shall have the ing Two Years." were very much efforts by a lack of to the Legislature were unsuccessful. Committee, made 1802, it appears permanent Revlege does not exsand, Five HunPoundsper annum, regular annual salthereof" amounts dred and Seventy leaving a Balance penses and ReThree Pounds." tion to the prolege resulted from 1802, to Columbia, College, by the University, of cern New York, at Ticonderoga and Building opera-

being on the West side of the Broadway in the West Ward of the City of New York, fronting Easterly to Church Street, between Barclay Street and Murray Street, 440 feet, and from thence running Westerly between and along said Barclay Street and Murray Street to the North River:"

The grant made by the City of New York to the College, August 16, 1770, "at the annual Rent of One Pepper Corn, all the Waste Ground, Soil and Water Lots situate, lying and being in the Rear of the aforesaid Ground, and contiguous thereunto next to the Hudson's River, containing the Whole Breadth of the said Ground 440 feet English Measure, and in length from the Rear of said Ground to low Water Mark into Hudson's River aforesaid, and from thence to extend the whole Breadth thereof into Hudson's River aforesaid Two Hundred feet."

And the personal property consisted of—Fifteen bonds, accounted good aggregating £14,470 16s. 1*d.* Four bonds, accounted bad aggregating £2020. One bond in dispute, and, therefore, of uncertain value.

That of the King's Farm lots, fifty-eight were leased at rents aggregating annually £395 2s. 3*d.*

That two of the water lots were leased for sixty-three years from March 25, 1782, at an annual rental of £8: and that the remaining water lots were leased in perpetuity at an annual rental of £158 12s. 9*d.*

That the annual income from the bonds was £997 2s. 3*d.*; and that the total income from bonds and rents was £1558 17s. 3*d.*

That the salaries paid were—the President £100; Dr. Kemp £500; Dr. Wilson £400; Dr. Bowden £400; Dr. Beach (Secretary of Trustees) £25; the Porter \$52: total £1447.

That the only debt of the corporation was one for \$5000 "borrowed by order of the Board for building a Hall and Lecture Rooms. . . . This Debt will be extinguished in a very few years from the increased Revenue which must immediately arise from Ground Rents, and which may be fairly estimated at One Thousand Pounds per Annum."

In this Schedule, no mention is made of the lands held by the College jointly with Union College. It appears from a minute made January 20, 1807, that a committee of the Trustees was appointed to act with a similar committee from Union College to sell the lands at Lake George, Ticonderoga and Crown Point "for such Prices and on such Terms of Credit, and in such manner as the said joint Com^{tee} shall judge most eligible." It was subsequently reported to the Board, April 10, 1810, that Mr. James Caldwell, of Albany had offered \$5000 for the lands at Lake George, "known as Garrison lands," and the Trustees resolved to "accept of the offer for their part of the said Lands." A little more than a year afterward, in June 1811, a deed of the lands was given to Mr. Caldwell. (Hence, presumably, "Caldwell's Landing" on Lake George.) The lands at Ticonderoga, with the exception of eight acres, were sold in 1820, and the remainder in 1823, bringing a sum total of \$3244.80; the lands at Crown Point were finally disposed of in 1828, at ten dollars an acre, for \$3213.34.

"Certain restrictions and defects" in the Charter had become evident by experience, and the Trustees, in February 1807, applied for remedial legislation. The Legislature proved very reluctant to grant relief in the form desired. It was not until March 23, 1810, that an approved amended Charter was obtained. The immediate incitement to this Act was an appeal made to the Legislature by the Trustees to be liberated "from the very inconvenient restrictions of their actual Charter, which long experience has ascertained to be many ways

injurious, and no way profitable to the College. One of the most hurtful is their incapacity to lease their lands in the City of New York for a term longer than twenty-one years. This disability both depreciates the value of their property so as essentially to affect their resources, which are but moderate at the utmost; and also to preclude the possibility of improvements much needed and desired in that central part of the city where their lots lie."

While the efforts for amendment of the Charter were being made, a revision of the whole scheme of education and discipline in the College was in progress. A committee was appointed February 1, 1808, to inquire into the present state of education in the College and to "report their opinion generally as to the measures proper for carrying into full effect the design of the Institution." This committee consisted of the Hon. Rufus King, whom Washington had sent in 1796, Minister Plenipotentiary to Great Britain and who had distinguished himself in his eight years tenure of that office, the Rev. John Henry Hobart, subsequently the distinguished Bishop of New York and a founder of the General Theological Seminary of the Protestant Episcopal Church in New York, the Rev. John M. Mason, a great pulpit orator, sometime Provost of Columbia College and President of Dickinson College, the Rev. Samuel Miller, afterward Professor of Ecclesiastical History and Church Government in the Theological Seminary at Princeton, New Jersey, and a voluminous writer, and the Rev. Dr. John N. Abeel. So far as the "present state of education" was concerned, it would appear that the Faculty had become somewhat lax in enforcing the requirements for admission, or that there had grown up a belief to that effect, for, on October 15, 1808, the Trustees adopted a stringent resolution of direction to the Faculty and ordered the Clerk of the Board "to insert in one or more of the daily Papers printed in this City the following Advertisement—The Board of Trustees of Columbia College finding it to be commonly reported and believed that Students may be admitted into the College with less qualifications than are prescribed by the Statutes; and wishing to arrest the progress of an opinion injurious to the Reputation of the Seminary, and of which the effects may be fatal to the solid education of many Youth; do hereby inform the Public that no part of the said Qualifications can be dispensed with, and that no Student will hereafter be admitted who shall not be well prepared in all the parts thereof."

As to "the measures for carrying into full effect the design of the Institution," the committee deliberated a year, and presented, February 1, 1809, a report which was printed for the use of the Trustees and the Faculty of Arts. The Faculty deemed the report an arraignment of their conduct of the entrance examinations and of the course of study, and made a dignified, able and somewhat caustic reply. The subject was further considered and, in July, resulted in the adoption of the following resolutions:

"Resolved: That from and after the first Day of October 1810, no student shall be admitted into the lowest Class of the College, unless he be accurately acquainted with the Grammar, including Prosody, of both the Greek and Latin Tongues; unless he be master of Cæsar's Commentaries; of Cicero's Orations contained in the Volume in usum Delphini; of Virgil's *Æneid*; of the Greek Testament; of Dalzel's *Collectanea Minora*; of the first four Books of Xenophon's *Cyropædia*, and the first Two Books of Homer's *Iliad*. He shall also be able to translate English into grammatical Latin; and shall be versed in the first four Rules of Arithmetic, the Rule of Three direct and inverse, and decimal and vulgar Fractions. The classical Examinations to be *ad aperturam Libri*.

"Resolved; That no Student shall be admitted into any of the higher Classes without an exact knowledge of those Studies which belong to the Classes below."

By comparing with these requirements, those for admission adopted in 1785 and in force up to this time, it will be seen what advance was made. The statutes of 1785, ordained "No candidate shall be admitted into the College, after the second Tuesday in April 1786, unless he shall be able to render into English Cæsar's Commentaries of the Gallic War; the four Orations of Cicero against Catiline; the four first books of Virgil's Æneid; and the Gospels from the Greek: And to explain the government and connection of the words, and to turn English into grammatical Latin, and shall understand the four first rules of Arithmetic, with the rule of three."

The same committee, to which the Rev. Dr. John Brodhed Romeyn was subsequently added, was requested "to report a System of Discipline as well for inciting to laudable Emulation, as for preventing and punishing of Faults, to be conducted upon a Principle of a Regard to Character; and that the Com^{tee} revise the existing Statutes as far as may be necessary for carrying that System and the foregoing Resolutions into effect." This committee presented, February 28, 1810, with their system of discipline and revision of the statutes, a very able report giving their views upon the primary principles of education and the proper mode of applying them. The exposition was, in part, as follows:

"It appears to your Committee that the primary principle of all sound education, viz. *the evolution of faculty and the formation of habit*, although deplorably neglected in most seminaries, ought to be so thoroughly incorporated in the College system, and even amalgamated with its very elements, as to render progress through the classes, without due regard to it by both teacher and pupil, altogether impracticable. If the plan be so constructed as to require ability and diligence, the want of either of these qualifications in the teacher will betray itself in the embarrassment of his department: and the want of either of them in the pupil will be discovered by his habitual failure in duties which a reasonable share of both would have fitted him to perform. Your Committee cannot, for a moment, suppose, that it is the intention of the Board to try that most fruitless and mischievous experiment—the experiment of educating either the naturally stupid, or the incurably idle. A volume could not display the magnitude of the injuries inflicted upon letters, upon religion, upon morals, upon social prosperity under every form, through the protection granted to incapacity and sloth, by a timid indulgence, or a chimerical hope. It is, therefore, indispensable that the public should see, and youth themselves feel, that future students must both have faculties to cultivate, and industry to labor in their cultivation, or that Columbia College will be no place for them.

"With a sufficient reserve for improvements which the vigilance of skilful instructors may point out in the practical details, your Committee think, that there ought to be an undeviating adherence to the following principles, and their general applications.

"1. Exactness. By which is understood, the learning perfectly whatever is professed to be learned at all."

"2. Punctuality. By which your Committee mean, that the performance of all exercises should be limited to a certain time, and then be rigorously exacted."

"3. Progression. By which your Committee would express a gradation of exercises, from easier and shorter, to more difficult and ample, according to the power of performance."

"During the whole course of education the youthful faculties are to be kept upon the stretch. As they develop themselves, and gain strength, they are to be employed in work demanding severer tension and more dauntless vigour. As in mathematical science every preceding proposition is an instrument in the demonstration of those which follow; so in all

branches of education, every thing which, before being learned, is an *end*, becomes, when learned, a *means*, and is to be applied, in its turn, to the remoter and abstruser investigations. On no account, therefore, ought students in the more advanced classes, to spend their time in those elementary studies which occupy beginners. It is the impoverishment of intellect—it is a waste of life—it never can be necessary, unless the necessity be created by some mismanagement in the system."

The resolutions adopted to carry into effect the recommendations of the Committee prescribed a course of study for each of the classes:

"1st. That the studies of the different classes be arranged as follows.

"FIRST YEAR OR FRESHMAN CLASS:—Professor of Languages: Cicero's letters to Atticus, Sallust entire, Horace's satires, Dalzel's collectanea majora, Xenophon's Memorabilia, Kent's Lucian—double translation—Latin verse—Roman Antiquities. Rhetoric and Belles-lettres: English Grammar and Reading, English Composition, Declamations in English. Mathematics: Euclid's Elements, Geography.

"SECOND YEAR—OR SOPHOMORE CLASS:—Professor of Languages: Virgil's Georgics, Livy,—Horace's Odes and Epistles, Demosthenes, Homer, Herodotus, Greek and Roman Antiquities, Double Translation—Latin Composition in prose and verse. Rhetoric and Belles-lettres: Elements of Rhetoric, English Composition, Declamations in English and Latin. Mathematics: Plain Trigonometry and its applications, Algebra. Geography and History: Geography, History & Chronology.

"THIRD OR JUNIOR YEAR:—Professor of Languages: Cicero de Oratore—Terence—Quintilian—Horace, the second time—Longinus—Sophocles—Greek and Roman Antiquities—Double Translation—Latin and Greek Composition in prose and verse. Rhetoric and Belles-lettres: English Composition—Criticism—Illustrations from the best Poets and prose writers—Declamations—the pieces to be of the students own composition. Mathematics: Spherical Trigonometry—Conic Sections—Natural Philosophy. Geography and History: Geography—History and Chronology. Science of Mind &c.: Elements of Ethics.

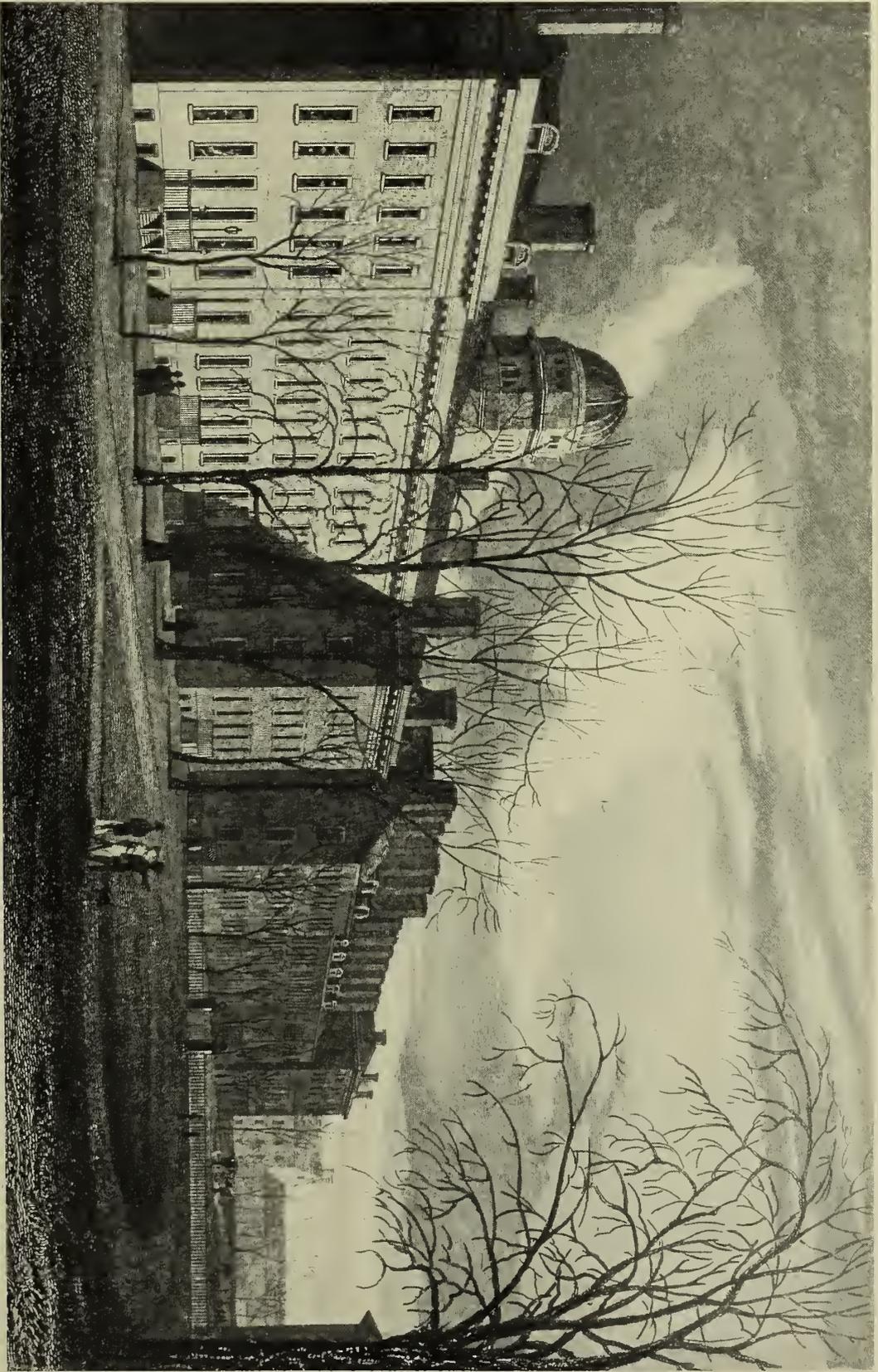
"FOURTH YEAR, OR SENIOR CLASS:—Mathematics: Natural Philosophy—Astronomy—Fluxions. Rhetoric and Belles-lettres: English Composition—Criticism of approved writers—universal Grammar—Declamations. Science of Mind and Morals: Analysis of intellectual Powers—Principles of reasoning—Law of Nature and Nations—No student to deliver at Commencement any Speech or Piece which shall not be of his own composing."

And it was further ordained that: the "Examinations be conducted in a solemn manner;" no student deficient in the studies of a year "shall be permitted, on any account whatever, to proceed to a higher class;" "students, at the close of every examination, shall take rank in the class according to their respective merit;" on special examination for honors held once a year, students who most distinguish themselves shall receive premiums, to consist of gold and silver medals and books of definite value to be "conferred in the most public and impressive manner;" a student found "incompetent to his studies" shall be dismissed, and "that want of sufficient progress to entitle him to proceed to a higher class, after remaining for two years in a preceding one, shall always be considered as proof of incompetency or negligence requiring dismissal;" "no student shall, during the months of study, attend any public amusement on pain of dismissal;" "no expelled student shall be readmitted, nor shall any expelled student from any other College be admitted."

The Professorship of Chemistry was assigned to the Faculty of Medicine and detached from the Faculty of Arts, which was thereafter to consist of five Professors, one each in the following departments: Greek and Latin Languages, including the Greek and Roman Antiquities; Rhetoric and Belles-lettres; Mathematics and Natural Philosophy; Geography, Chronology and History; the Science of Mind and Morals, with the Principles of Public Law. All fees to the Professors were abolished, and each student was to pay into the treasury of the College \$100. The President was to receive in addition to a dwelling house provided by the College, an annual salary of \$3500; and each Professor, in addition to a house, \$2500. A subscription was to be opened "for the procuring of funds towards the extending of the public buildings, of the library, and philosophical apparatus of the College." An address to the public was soon after prepared, bearing date July 30, 1810, in which the Trustees state that in consequence of "their funds having been greatly impaired by the Revolutionary War, and by the loss of large landed property in the State of Vermont," they are under the necessity of resorting to the liberality of public-spirited individuals, and say "In making their appeal to the citizens of New York, they feel a confidence of success proportioned to the value of the object, and the justly famed munificence of the City. As the College is immediately intended for the benefit of the Youth of our own City and its vicinity; and as no application has been made to private bounty on its behalf, for more than fifty years, the Trustees indulge a hope that they shall be amply supported by their fellow-citizens, in their efforts to render Columbia College a seat of learning every way worthy of the commercial Metropolis of the United States."

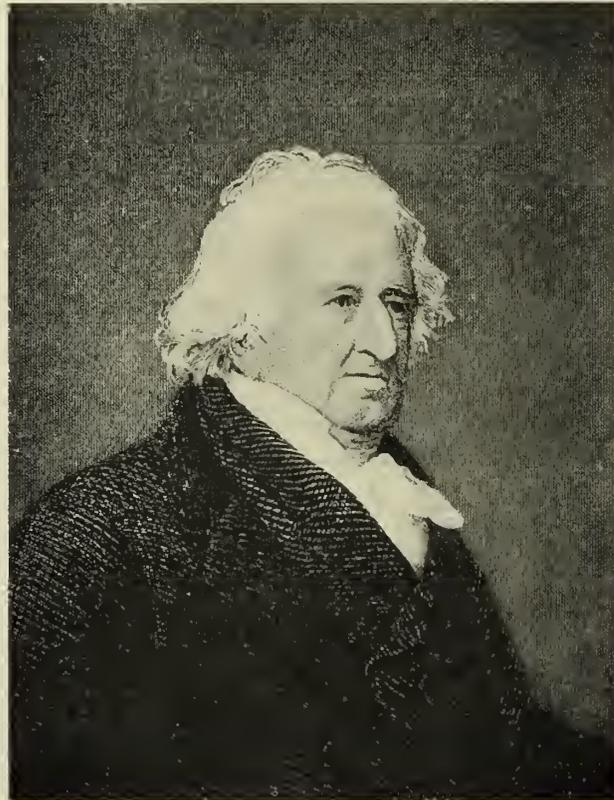
The clear enunciation and eloquent exposition of the fundamental principles of education contained in the report of the Committee, and their practical embodiment in a course of study and system of discipline were very important in the history of the College. The Trustees expressed the opinion that the effect of their action was "to lay a broader basis for sound and thorough education than (as they believed) has hitherto been known in these States." The policy adopted controlled the progress of events for nearly half a century.

With the close of the academic year 1810, twenty-five classes had been graduated since the resuscitation of the College in 1784. The average number of graduates each year during this period was about seventeen. The classes, though small in number, seem to have made up in quality what they lacked in quantity. There was scarcely a year that the community was not enriched, from this source, by men who became influential in promoting the welfare of society. Among them were Judges, Legislators, Divines, College Presidents and Professors, high-minded men in various walks of life, worthy contemporaries and coadjutors, as they were fellow alumni, of—De Witt Clinton, Senator of New York, United States Senator, Mayor of New York City, Lieutenant-Governor of New York, Canal Commissioner and chief promoter of the Erie Canal, Governor of the State, noted for his scientific attainments, for his liberal patronage of science and his efforts to promote public education, "the Pericles of our commonwealth: for nearly thirty years he exercised, without stooping to the little arts of popularity, an intellectual dominion in his native State, scarcely inferior to that of the illustrious Athenian, a dominion as benignant as it was effective:" Daniel C. Verplanck, Judge of Dutchess county, New York, Representative in Congress, and his more distinguished son,



COLUMBIA COLLEGE, 1810

Gulian C. Verplanck, scholar and writer, annotator of Shakespeare, Professor of the Evidences of Christianity in the General Theological Seminary, New York, Representative in Congress, Member of the Senate of New York, then a Court of Errors, and as such distinguished for his juristic learning and his profound judicial opinions; Samuel Jones, member of the Legislature of New York, Recorder of New York City, Chancellor of the State of New York, Chief-Justice of the Superior Court and Justice of the Supreme Court of New York; Peter A. Jay, Member of the Legislature, Recorder of New York City, President of the New York Historical Society; John Treat Irving, Member of the Legislature, first Judge of the Court of Common Pleas New York; David Murray Hoffman, Judge New York, and noted knowledge of eccle-
 D. Vroom, Governor New Jersey, Represent-
 gress, United States
 tiary to Prussia;
 kins, Representative
 of the Superior
 Governor of New
 and in that capacity
 abolition of slavery
 organized the pub-
 Vice-President of
 for two successive
 Moore, whose "Ode
 is known wherever
 guage is spoken, a
 sor in the General
 nary of the Epis-
 Biblical Learning,
 Greek and after-
 Greek Literature;
 an elegant classical
 Greek and Latin in
 and President;



GULIAN C. VERPLANCK

President of Washington College, Virginia, and afterward Provost of, and Professor in, the University of Pennsylvania; James Renwick, early and widely known in his day for his scientific acquirement and his *Manual of Mechanics*, Professor of Natural Philosophy and Chemistry in Columbia College; John McVickar, an elegant writer, of wide and varied erudition, the first, perhaps, to lecture in any College in this country upon Political Economy, Professor of Moral and Intellectual Philosophy, of Rhetoric and Belles-lettres, and Political Economy in Columbia College; Dr. John Watts, President of the College of Physicians and Surgeons of New York; Dr. John W. Francis, the noted physician and lecturer upon medical topics, President of the New York Academy of Medicine; the Rev. Dr. John M. Mason, a great pulpit orator, the most distinguished, perhaps, of his time,

Supreme Court,
 for his profound
 siastical law; Peter
 and Chancellor of
 sentative in Con-
 Minister Plenipoten-
 Daniel D. Tomp-
 in Congress, Justice
 Court of New York,
 York for many years
 recommended the
 in the State and
 lic-school system,
 the United States
 terms; Clement C.
 to St. Nicholas"
 the English lan-
 ripe scholar, Profes-
 Theological Semi-
 copal Church, of
 then of Hebrew and
 ward of Oriental and
 Nathaniel F. Moore,
 scholar, Professor of
 Columbia College
 Henry Vethake,

Provost of Columbia College, President of Dickinson College; the Rev. Dr. Philip Milledoler, one of the founders of the American Bible Society, Professor of Moral Philosophy in Rutgers College and sometime President; the Rev. Dr. Jacob Jones Janeway, a theological writer, Vice-President of Rutgers College, New Jersey, and Professor of Belles-lettres, Evidences of Christianity and one of the early Theological Semi-New Jersey, of which

tor; the Rt. Rev. the saintly Bishop, part of his long and tivation and organi-influence in the Northwest, the first of the Episcopal of Indiana and Mis-the North Western ing his noble career consin; the Rev. Dr. missionary in Greece, "American School," School," in Athens Greek children, education and eleva-Greece received the the Greek Govern-he was buried "with the honors of a taxiarch." "I can not but feel self-gratulation and pride, I hope a virtuous one, when I reflect on the number of eminent persons that have proceeded from the very cradle of Columbia College. Draw at a venture from the old and illustrious seminaries of England and Ireland, the same number of names as we had on our books, and I will venture to affirm, that they would not be superior to such men as Governor Clinton, Chancellor Jones, the Rev Dr. John M. Mason, and some others."¹



JOHN T. IRVING

Political Economy, promoters of the nary at Princeton, he was long a Direc-Dr. Jackson Kemper, who devoted a large active life to the cul-zation of Christian great West and missionary Bishop Church, primarily souri, and then of Territory, and end-as Diocesan of Wis-John Henry Hill, founder of the now the "Hill for the education of whose labors for the tion of woman in marked approval of ment by whose order

CHAPTER IV

PROVOST JOHN M. MASON AND PRESIDENT WILLIAM HARRIS — APPEALS TO THE LEGISLATURE FOR AID — PROPOSITIONS FOR REMOVAL

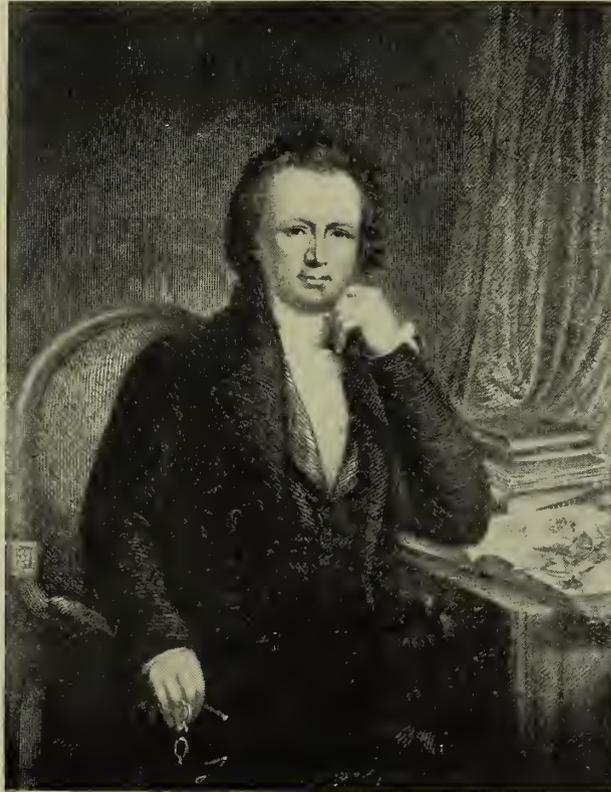
EARLY in March 1811, Bishop Moore resigned the Presidency, and a committee was appointed to consider "what measures are proper to be pursued with respect to the appointment of a President." The enlarged and improved scheme of study and discipline recently adopted, and the comprehensive and strong report with which it was introduced, had attracted attention and comment, and very great interest was felt in the choice of an officer

¹ Professor Cochran to Dr. Hosack — see Hosack's *Memorial of Clinton*.

quired, for its full execution, an increase of annual expenditure, which was not feasible without aid from the Legislature, for which the Trustees applied "with the confidence naturally inspired by the ample donations made by your honorable body to various Seminaries of learning." Their appeal proved unavailing for a considerable period, during which they struggled with their accustomed energy, fidelity, and wisdom, to produce the happiest effects possible with the "present scanty funds of the Institution."

Dr. Kemp, the Professor of Mathematics and Natural Philosophy, died in November 1812. His death was a serious loss to the College, and was greatly deplored by the Trustees who expressed their "deep concern" in resolutions attesting his "great ability and fidelity." During the illness which preceded his death, Mr. James Renwick, 1807, conducted the Senior Class of the studies of Natural Philosophy, of which he became Professor and Mr. Henry Vethake, afterward became the Professor of Mathematics. Their services were continued for some time, and in May 1813, Mr. Robert Adrain was elected to the vacant chair.

The Faculty of Medicine, which had been originally established in 1767, and was re-created in 1792, on encouragement from the Regents of the University, went out of existence November 1, 1813. The Regents of the University, in 1807, chartered a new Medical Institution in New York, styled the College of Physicians and Surgeons, in which Dr. Hosack and other Professors in the medical department of Columbia were interested. This attracted students of medicine



JOHN W. FRANCIS

and members of the medical profession and, on the date noted above, a special committee of the Trustees, of which Mr. Brockholst Livingston was Chairman, reported "that a Union had taken Place between the said College of Physicians and the Professors appointed by this Board in the Medical Institution established under its authority" and "that it will be of public benefit that this Board do approve of the Union aforesaid and do rescind the Resolution appointing a Medical Faculty in Columbia College." The resolution was accordingly rescinded. There was no Faculty of Medicine in the College from 1813 to 1860.

Again, in March 1814, the Trustees addressed themselves to the Legislature for financial aid. They presented a very urgent memorial and appeal, in which, after declaring "their firm conviction, justified, as they suppose, by indisputable facts, that the whole instruction to be acquired in Columbia College will not suffer in Comparison with that of

any other American Colleges in its present state, which they consider as an earnest of what they may expect it will shortly become," they say: "Situated in the most important City of the State, an Object of Curiosity and Remark to Strangers; and indispensable in its position, to a large portion of the Students who must obtain a liberal Education on the spot, or be deprived of it altogether, Columbia College presents a Spectacle mortifying to its friends, humiliating to the City, and calculated to inspire opinions which it is impossible your enlightened body wish to countenance.

"The foundation to the the order and priation of your has been for of ruins solely further public

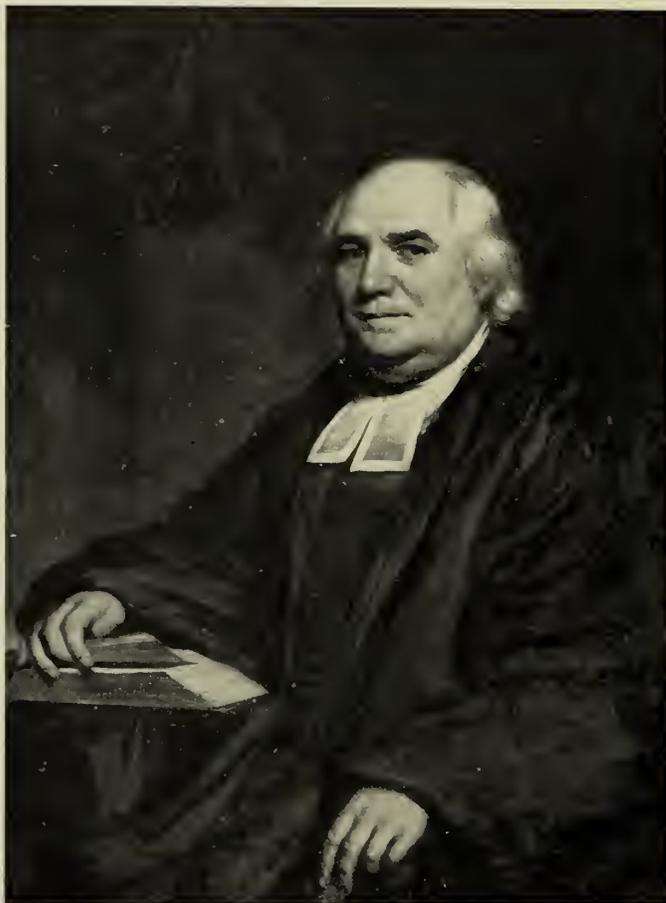
"The Library which fell a sacrifice to the war of independence, replaced but in gree as to make ignominious Compre-eminence, in other American

"The Philotus, originally damaged by long able Accident, competent to the of physical

"There is ment for the Recent Library. fit for the Perlic Exercises. nomical Observa-essential moment

commercial and military marine: a solid basis for such a Structure was laid at the same time with the foundation of the new wing and left unfinished for the same Cause.

"YOUR MEMORIALISTS are under the necessity of exacting, in two Instances, the Labors of two Professorships from one Person, which renders the toil unreasonable and oppressive. They have found it due to the State of Science and to public Opinion to institute a Professorship of Chemistry as a part of the academical Course, and have appointed a Professor without being able to give him any Compensation. They cannot employ Tutors to assist the Professors, an expedient found to be of eminent Utility in other Colleges. They cannot afford gratuitous Education to youth whose humble Circumstances debar them from its advantages, while their talents and Virtues might render them Ornaments and blessings



WILLIAM HARRIS

tion of a new Edifice, laid by under an Approhonorale body, Years, a heap for want of Assistance.

of the Colledge, fice to the war of has never been so slender a de it a subject of parison with the this Respect, of Colleges.

sophical Appara- good, has been use, and unavoi- and is now in- advanced State Science.

no proper Apart- ception of a de- There is no Hall formance of pub- There is no astro- tory which is of both to our com-

to their country. They cannot erect buildings suitable for the Accommodation of the Students during the hours of Study, from which Circumstance much time is lost and injury sustained.

"All these Difficulties and Embarrassments proceed solely from the Scantiness of their funds.

"YOUR MEMORIALISTS flatter themselves that no literary Institution in the State can offer to the contemplation of your honorable Body a case more fully entitled to legislative Sympathy and Succor.

"YOUR MEMORIALISTS are emboldened to hope that their Appeal to the magnanimity of your honorable Body will not be fruitless, especially when in addition to the preceding View, they respectfully add

"1. That the patronage which Columbia College has received for a period of Thirty Years has been limited and has not in the Aggregate amounted (if your Memorialists are correctly informed) to one fifth part of the benefactions made with the most praiseworthy Munificence to a Kindred Institution.

"2. That Columbia College was once in possession of landed property, which if she still retained it, would be amply sufficient for her wants, and would save your Memorialists from the afflicting necessity of importuning your honorable body. That property was transferred by the State of New York, on great political Considerations, to other hands. It was entirely lost to the College, and no Relief, under the privations which the loss occasioned, has hitherto been extended to her.

"YOUR MEMORIALISTS therefore pray that your honorable body will take the Premises into favorable Consideration, & grant such assistance therein as to your wisdom shall seem meet."

Moved by this appeal, the Legislature granted to the Trustees the "Botanic Garden," which had been established and for some years conducted by Dr. David Hosack in the interest of medical science, and "lately conveyed to the people of this State" by him. This tract of land, situated on what is now 47th and 51st Streets and running from Fifth Avenue to within about one hundred feet of Sixth Avenue and constituting at present a very valuable possession, was then about three miles out of town. It was referred to, in official College documents, as "within a few miles of the City," and, though estimated by the Legislature to be worth seventy-five thousand dollars, "would not, upon a sale, bring more than six or seven thousand dollars."

It was not considered an attractive and helpful gift to the Trustees, particularly as its grant was coupled with the express condition that the "College establishment" should be removed thither within twelve years. This injurious restriction continued for five years and was then, after much effort by the friends of the College, repealed.

Dr. Mason resigned his office of Provost and retired from the College in July 1816. His powers and duties were devolved upon the President except that the instruction of the Senior Class in the classics was remitted to the Professor of the Greek and Latin Languages. The President was, however, in addition to his other duties, charged with the instruction of the students in English composition.

The removal of the College, which the Legislature designed to enforce by the Act granting the Botanic Garden, had been thought of by the Trustees prior to the enactment, and was soon after again considered. In November 1802, a committee was appointed "to enquire and to report on the Subject of finishing the Wing to the College Building; taking into Consideration the Propriety of removing the College to some more convenient Situation." Nothing appears to have come from this inquiry. In July 1813, Mr., afterward Professor, Renwick addressed to

the Trustees a letter relative to certain improvements of the College grounds. This letter was referred to a committee, and the subject was considered from time to time. At a Meeting of the Trustees on March 14, 1816, the committee was requested to inquire "whether an eligible site for a College could be found at a distance from the City not greater than Art Street" (now Astor Place). On their report, May 6th following, a committee was directed "to negotiate for the purchase, of the representatives of Anthony L. Bleecker deceased, of a piece of ground near Colonel Varick's place, containing thirty-two lots, and that they report to the Board, with all convenient speed, the lowest price at which the same can be obtained." Two weeks later the committee reported "that the ground might be purchased for seven hundred dollars a lot," which the Board deemed greater than was expedient for them to give, and the matter was dropped.

A letter to the Trustees from Daniel D. Tompkins, Governor of New York, dated February 27, 1817, enclosed a copy of a resolution adopted by the Regents of the University shortly before, and asked early consideration for it. The resolution was as follows:

"Resolved that it be and hereby is recommended to the Trustees of Columbia College to unite in a consolidation of the funds and property of said College with those of Washington College on Staten Island for which a Conditional Charter has been granted; if the consent of the Corporation of Trinity Church can be obtained; and that it be further recommended to the Trustees of said College, if they approve of the consolidation suggested, to negotiate with the Corporation of Trinity Church the terms upon which said Corporation will agree to relinquish the conditions in their grant to Columbia College, which fix the site of said College in the City of New York, and require that the President shall be a member of the Protestant Episcopal Church, and report the result to the Regents that it may be submitted to the Legislature at their present session."

Governor Tompkins suggested "the following terms as eligible and beneficial to all parties:—

"1. The present officers of Columbia College to retain their offices and salaries.

"2. The number of Trustees to be increased, by law, to forty-eight, so as to embrace all the present Trustees of Columbia College: and vacancies not to be filled until the number be reduced below thirty-six.

"3. Trinity Church, or the Episcopalians of the State, to be incorporated into a Theological Seminary, and to be endowed with one-fourth of the land heretofore granted by that church to Columbia College.

"4. In consideration of that incorporation and endowment, Trinity Church to release the conditions in their grant to Columbia College.

"5. An authority to be given by law, if the consolidation be approved by the Trustees of Columbia College, to erect Washington College into an University, and to appoint a Chancellor and Vice-Chancellor, with such Professors as the Trustees may judge beneficial."

The subject was referred for report to a Committee consisting of Hon. Richard Harison, Hon. Rufus King, Judge Brockholst Livingston, Bishop Hobart and William Johnson, LL.D. The committee, in their report presented at a special meeting of the Trustees, held March 27th, say that they have considered the subject "with all the Attention due to its intrinsic Importance, and the high Character and Station of those by whom it was proposed and recommended;" that they cannot find it "consistent with the Duty of faithful Trustees, and necessary for the Advancement of Literature and Science," to promote the union of the two Institutions; that "it was

evident that Columbia College had been instituted, and endowed by its liberal and pious Founders, with the View to its permanent Situation in the City of New York," that "the Citizens of New York have acquired a peculiar Interest in the Institution, with Respect to the Education of their Sons, at a moderate Expense, and under their own immediate Care and Protection," and that they "consider this as a valuable and important Interest, connected with the honest Pride and Feelings of the Citizens;" that "a Removal of the College to Staten Island must be attended with additional Expense and many inconveniences to the Students from New York;" that they think, therefore, "under these Circumstances it would be improper to deprive their fellow-Citizens of Advantages conferred by the Founders of the College, & which they & their Predecessors have enjoyed for more than half a Century, unless the Reasons for so doing were of the most conclusive Nature;" that they "see no grounds upon which to conclude that during the long period of Time referred to, the Students at Columbia College have been less distinguished for literary attainments, or less pure in their Morals, than those who have been educated at other Places. On the Contrary, they have the Gratification of Knowing that, in general, the Students have been orderly and moral in their conduct: — that several of the Alumni of the College have been among the first Characters in our Country for Talents & Virtue; have aided in the Formation of its Government; have filled some of the most dignified & important offices under it with the highest Honor, & contributed in an eminent degree to the public Reputation & Prosperity. The Names of some who are deceased will immediately occur to every reflecting mind; & a number of others still living can not escape the Observation of any Member of Society, attentive to it's Concerns & alive to it's interests;" that there is no reason to suppose that there has been any deterioration in either the ability and qualifications of the teachers or the character and promise of the students; that it may be proper "further to observe that Persons of all Sects both in Politics & Religion have been uniformly educated in Columbia College, without any invidious Distinctions, or any illiberal Attempts to induce a Change of either their political or religious Principles;" that there can, then, "be no sufficient Reason for the Proposed Consolidation arising from the Topicks that have been referred to" and that they do not "perceive in the Proposals any such Advantages to be gained with respect to their Funds as should induce a Consent to the Plan, even if any pecuniary Motives ought to have their Influence upon such an Occasion;" that "on the one Side, there are Losses certain, clear & to a great Amount, & on the other, Promises & Expectations only—which perhaps may never be realized;" and that "even if pecuniary Considerations were to have any Weight, the Gain ought to be greater than the Loss, & at least equally certain;" and, finally, that "the Proposals for uniting Columbia College with the College to be established on Staten Island ought not to be accepted."

The report was unanimously approved. This seemed to settle the question of removal for an indefinite time, and the matter passed from the minds of the Trustees.

As no change was to be made in location, the state of the buildings demanded early attention — as "the reputation of the College, in the view of the public, greatly suffers, from the apparent neglect and decay of its edifices." On a careful investigation of the necessities of the case and of the funds procurable to meet the expense, it was concluded that "the most economical plan which can be pursued, in order to meet the present exigencies of the College, will be, to erect, at each extremity of the old building, a block or wing of about fifty feet square; each wing to contain two houses for Professors, facing the College Green, and projecting beyond the front of the old building, so as to be on a line with the fronts of the houses on the north side of Park Place. The old building, by means of some interior alterations, will afford ample

accommodation for the purposes of instruction, together with a Library and a Chapel." (September 1, 1817.) The expense was estimated to be about \$40,000, which could be met by the sale of stock and bonds to the amount of about \$32,000, the use of two thirds of one year's surplus revenue, about \$2000, and by a loan for the remainder. The plan was adopted and a committee appointed to carry it into execution. (September 6, 1817.) In the course of building, aid was received from the Legislature by an Act, passed February 19, 1819, removing the condition attached to the grant of the Botanic Garden, that the College establishment should be removed thereto or to land adjacent, and making the tract available, therefore, for sale or lease, and contributing the sum of \$10,000 "out of any monies not otherwise appropriated." The building committee finished its labors and rendered its final report October 2, 1820. It appears from this that the expenditures of the committee far exceeded the estimate, and amounted to \$80,741.47.

The Rev. Dr. Bowden, of the Class of 1772, who had been Professor of Moral Philosophy, Rhetoric and Belle-lettres and Logic since 1801, died in 1817, and the Trustees recorded their high sense of his learning and ability "together with the most unfeigned veneration for the example, displayed by him, of all the moral and Christian virtues." The Rev. John McVickar, of the Class of 1804, was elected his successor, and entered upon that long and distinguished career in connection with the College which ended only with his death in 1868. At the same time, to give Dr. Wilson, Professor of the Greek and Latin Languages, the relief rendered necessary by his advancing years, and that he might devote his time to the higher classes, there was established an Adjunct Professorship in that department. The duties of the Adjunct Professor were to take especial charge of the Freshman Class, and "to see that the members of the Class are employed upon those Languages under his inspection for at least four hours in every day appropriated by the statutes for study, and that those hours be so chosen as not to interfere with the attendance of the Class upon any of the other Professors." The Freshman Class was thereafter relieved from the requirement to write English compositions for the inspection of the President. Nathaniel F. Moore, of the Class of 1802, was elected Adjunct Professor. In referring to this arrangement in their report to the Regents of the University in February 1818, the Trustees remark that "from the acknowledged abilities and zeal of Mr. Moore and the Exertions of Dr. Wilson the Trustees entertain a Hope (which they consider as well grounded) that the Alumni of this College will continue to be distinguished by a Character derived from what has been elegantly termed 'the wholesome and invigorating Discipline of classical Learning.'" Dr. Wilson resigned his Professorship in February 1820, and for his "faithful and eminently useful services during the period of twenty-eight years" he was granted an annuity of \$1500 for his life. Adjunct Professor Moore was chosen his successor, and for fifteen years administered the office with great satisfaction to the Trustees and benefit to the students. He had the advantage in his labors of the co-operation of Charles Anthon, of the Class of 1815, who was made Adjunct Professor. Not long afterward, in May 1820, the Professorship of Mathematics and Natural Philosophy was divided into a Professorship of Mathematics and Astronomy and a Professorship of Natural and Experimental Philosophy and Chemistry. Professor Adrain was assigned to the former, and in December, James Renwick, of the Class of 1807, was elected to the latter.

The number of students in the College at this time was one hundred and thirty-five. Early in the year 1821, the Trustees adopted a new body of statutes, in which the requirements for admission were raised, and the curriculum enlarged and improved. The Professors were to be



RT. REV. SAMUEL PROVOST, S.T.D. '33
Regent 1732-1737
Trustee 1737-1801
Chairman 1793-1801



RICHARD VARIK
Trustee 1787-1805
Chairman 1810-1815



JAMES DUANE
Governor 1732-1739
Trustee 1737-1793
Chairman 1787-1793



JOHN H. LIVINGSTON, S.T.D.
Regent 1784-1787
Trustee 1787-1810
Chairman 1801-1810



PHILLIP HONE
Trustee 1824-1831



EDWARD LIVINGSTON
Trustee 1793-1806



EGBERT BENSON '63
Regent 1782-1802
Trustee 1804-1814

TRUSTEES OF COLUMBIA COLLEGE

“engaged in the instruction of the classes five days in the week, and, at least, three hours in each day:” they were to teach “*subjects* rather than whole books,” “keeping in view the principles of the Report presented to the Trustees of the College on the twenty-eighth day of February 1810” of which an extract was annexed; the classes were to be assembled “every morning, except Sunday, at nine o’clock, for the purpose of attending prayers,” after which, on Saturdays, six at least of the Senior Class, and on other days of the week one at least from each of the other classes, were to pronounce declamations: the officers of the College in charge of the course of instruction and discipline were prohibited from engaging “in any professional pursuits from which they derive emolument and which are not connected with the College;” there were to be “two examinations of all the classes every year, the one to commence on the first Tuesday in March, and the other on the first Tuesday in July;” the Commencement was to be held “on the first Tuesday in August” after which there was to be a vacation until the first Monday in October: there was to be an “intermission of the public lectures on the fourth day of July, on the twenty-fifth day of November, and from the twenty-fourth day of December until the fourth day of January.” The two examinations were public, notice of the time of their commencement was given in two of the daily papers published in the City, the Regents of the University, the Trustees of the College, the parents and guardians of the students, and such other persons as the President might think proper, were requested to attend, and the time consumed by each of them was about one month. The Library was in general charge of a committee of the Trustees, the junior Professor was, *ex officio*, Librarian under the direction of the President: the only persons privileged to take books from the Library, which was open for the purpose of delivery from 12 to 2 o’clock every Saturday, were “the Trustees of the College, the President and Professors, the students of the Senior and Junior Classes, and such of the graduates of the College, residing in the City of New York, as shall contribute towards the expenses of the Library the sum of four dollars annually.” The annual tuition fee of the students was eighty dollars.

At the Commencement in 1821, the honorary degree of Master of Arts was conferred upon Washington Irving. In a letter of acknowledgment to the President of the College, under date “London August 6, 1821” Mr. Irving says, “I beg you will communicate to the Board of Trustees my deep sense of their unexpected, and, I must say, unmerited kindness; I feel that it is far, far beyond my deserts. Nothing is nearer to my heart than the desire of meriting the good opinion of my countrymen; and, above all, of my townsmen; but their good will has outstripped all my efforts; and I despair of ever doing enough to prove myself worthy of the rewards already lavished upon me.”

In November 1823, James Kent, who had been Professor of Law from 1793 to 1798, and had recently retired from the office of Chancellor of the State of New York, was again made Professor of Law. It was during his incumbency of this office that he delivered in the College the courses of lectures which were developed, and became his celebrated Commentaries on American Law, published 1826–30. It has been well said that “Columbia College has a vested and indefeasible interest in the fame of Chancellor Kent:” and Chancellor Kent highly valued his connection with the College. For years before his death he had no class attending him, and was unable, through either pressure of other engagements or advancing years, to deliver a course of public lectures, yet he desired to retain, and did retain till his death in 1847, his office of Professor, “as an evidence of attachment and gratitude to the College.”

In November 1825, Professor Adrain resigned the Professorship of Mathematics and Astronomy. He recommended Dr. Henry James Anderson, of the Class of 1818, as his successor, commending him for "his great acquirements in Science and his incomparable sagacity and acuteness in his researches." Dr. Anderson was chosen, and for eighteen years actively discharged the duties of his office.

At the close of the year 1825, the College was in charge of a Faculty composed wholly of its own alumni (the Professor of Law was not a member of the governing Board) — Moore, McVickar, Renwick, Anthon, Anderson — all remarkable for elegant accomplishment in their several departments, destined to have long and influential connection with their *alma mater* and to contribute, in a substantial manner, through the many young men whom they taught and inspired and through their own lucubrations, to the advancement of learning and the well being of the community.

In December 1827, a Grammar School in connection with the College was resolved upon and the plan of it adopted. The School was not to be opened till forty pupils should be pledged who would pay \$12.50 quarterly. The plan was unsuccessful: a new one was devised, which was put into operation in the spring of 1828, with Mr. John D. Ogilby as Headmaster. There were reported eighty-seven pupils in the School, December 1, 1828. Mr. Ogilby had been a student in the College, in the Class of 1829 during its Sophomore and Junior years. Because of the record made during his studentship and of his successful management of the School, he was granted the degree of Bachelor of Arts with his Class in 1829. The increasing number of students in the Grammar School induced the Trustees to erect a special building for its use, and one was built, for about \$8500, and opened in September 1829. For a time the School became more prosperous — but the unsatisfactory nature of its connection with the College, the responsibility of the Headmaster and his lack of independent power, led to depreciation in its excellence, and Mr. Ogilby retired in November 1830. Professor Anthon then took charge and conducted the School in addition to his labors as Professor in the College. Dr. Anthon, with his rare energy and ability as a teacher and an administrator, raised the standard of the School, of which he was made Rector. For a third of a century, during which he conducted it, it was, perhaps, the most noted School in the City of New York. By an arrangement with the Trustees, made May 1, 1833, the School, while retaining its nominal connection with the College, became really a private enterprise. Dr. Anthon retired from the Rectorship, and the School ceased to have any connection with the College, in 1864.

In July 1828, Mr. Charles Clinton, son of Governor De Witt Clinton, presented to the Trustees the chair in which his father was seated at the time of his death. The last literary effort of Governor Clinton was the address that he delivered before the alumni of Columbia College, May 3, 1827, in which he expressed his gratitude and attachment to his *alma mater*. On motion of Bishop Hobart, the Trustees accepted "with grateful veneration for the memory of the late Governor Clinton, an alumnus of this College, the chair in which he was seated at the time of his death," and caused "a suitable plate and inscription to be placed upon the same." The chair is in the President's room in the Library of the College.

In the fall of 1829, President Harris died, after an illness of some time. During the periods of his absence through illness, Professor McVickar discharged the duties of the Presidency and continued to do so till the election of a successor, the Hon. William A. Duer, a Judge in Equity. Mr. Duer accepted the office January 5, 1830.

CHAPTER V

NEW EDUCATIONAL ENTERPRISES — PRESIDENTS WILLIAM A. DUER AND N. F. MOORE

THE year 1830 was one of great anxiety to the Trustees and of great activity on their part. New educational enterprises were agitated by the community. In particular, there was a proposition to establish another institution of learning in the City to be styled the University of the City of New York. It was to be a "University established on a liberal and extensive foundation," to "extend the benefit of education in greater abundance and variety" in any institution previously established, and on the public was assistance in carrying out "this great enterprise." Much interest and enthusiasm appeared, and a considerable amount of money was subscribed. The Rev. Dr. James M. Matthews resigned on January 16, 1830, his position as President of the College and later Chancellor of the new University. The Trustees were much concerned as to the effect of the new movement upon their own course of instruction. They revised and added to the regular course leading to the degree of Bachelor of Arts, designated the "Literary Course" and a new course, "Scientific and Literary Course" (January 16,



WILLIAM A. DUER

It was ordained that the "scientific and literary course shall embrace all the studies now pursued in the College, except those of the Greek and Latin languages: and such other studies in literature and the sciences as may hereafter be annexed thereto;" that either matriculated or non-matriculated persons might attend the course or any part of it on paying the prescribed fees (\$15 a year for each Professor attended); that satisfactory completion of the course or any part of it by a matriculated student was to be certified by a testimonial, announced at the public Commencement; that public lectureships should be established in the following departments: Greek Literature; Latin Literature;

than were offered previously established these grounds appealed to for much interest and to have been awakened to a very considerable amount were early obtained. Dr. James M. Matthews resigned on January 16, 1830, his position as President of the College and later Chancellor of the new University. The Trustees were much concerned as to the effect of the new movement upon their own course of instruction. They revised and added to the regular course leading to the degree of Bachelor of Arts, designated the "Literary Course" and a new course, "Scientific and Literary Course" (January 16,

It was ordained that the literary course

Oriental Literature; English Literature; Chemistry and its applications; Mechanics and Machines; Mineralogy and Geology; Architecture and Civil Engineering; Intellectual Philosophy; Moral Philosophy; Elocution; the Law of Nations and Constitutional Law; Political Economy; Mathematical Science; Experimental Philosophy; Physical and Practical Astronomy; that the Professors might at their option be lecturers, and others were to be appointed by the Trustees. A number of free scholarships were created. It had previously been enacted that any preparatory school, which should send five students to the College in any one year, should be entitled to have one student educated free of charge for tuition. It was now provided that "the corporation of the City of New York, the Trustees of the High School of the said City, the Trustees of the New York Public School Society, the Trustees or Directors of the Clinton Hall Association, and of the Mechanic and Scientific Institution, the General Society of Mechanics and Tradesmen of the City of New York, and such other societies as the Trustees may, from time to time, designate, shall each be entitled to have always two students educated in the College, free of charge of tuition. Every religious denomination in the City of New York, by its authorized representatives, shall be entitled to have always one student, who may be designed for the ministry, educated in the College, free of charges of tuition. Any person or persons who may found a scholarship, to the amount of one thousand dollars, shall be entitled to have one student educated in the College free of all charges of tuition. This right may be transferred to others." It was further provided that "any religious denomination or any person or persons who shall endow a Professorship in the Classics, in Political, Mathematical or Physical Science, or in the Literature of any of the ancient or modern languages, to the amount of fifteen thousand dollars, shall, forever, have the right of nominating a Professor for the same, subject to the approbation of the Board of Trustees."

A committee, consisting of Bishop Hobart, Judge Irving and Mr. Boyd, was appointed by the Trustees to confer with a like committee "appointed on the part of persons proposing to establish a University in this City"—but nothing seems to have resulted from any conference.

The following additional appointments were made on February 3, 1830: Rev. Dr. Samuel H. Turner, Professor of the Hebrew Language and Literature, Mariano Velasquez de la Cadeña, Professor of the Spanish Language and Literature,—both "on the same terms and tenure with the Professor of Law," *i. e.*, they were not upon salaries, were not members of the governing body of the College, and could have occupations outside of their College work—the Rev. Manton Eastburn, Class of 1817, afterwards the Bishop of Massachusetts, Lecturer on Poetry, and Dr. William H. Ellet, Lecturer on Chemistry.

A Professorship of the Italian Language and Literature had already been established (1825) and filled by the appointment of Signore Lorenzo Da Ponte, an Italian gentleman, a poet, a musician and an elegant scholar.

At this same time (February 1830), communication was made to the Navy Department of the United States, through Commodore Chauncey, Commander of the Naval Station at New York, to the effect that "there is in Columbia College a regular course of pure mathematical science, partly conducted by lectures and partly by recitations, from the elements up to the highest departments of analysis, and which is extended by the Professor to the illustration of Physical Astronomy; this course includes the theory of

Navigation. There are also regular courses of the theory of Practical Astronomy, of Chemistry, and of Natural and Experimental Philosophy. The latter course embraces the theory of Gunnery, of the Steam-engine, and of the Form and Structure of Ships"—and proposing to "admit to the lectures of both these departments all midshipmen who may be in this port for the purpose of instruction, for the annual sum of \$600. The College will provide Mathematical instruction for any number of midshipmen not exceeding forty-five, divided into three classes according to their progress, for the additional sum of \$800 per annum." Admission to the public lectures given by these departments in addition to the regular exercises may be had by "all the officers of the Navy who may be upon this station, for the annual sum of \$600." A Professorship will be formed in favor of "a gentleman, the most competent as an astronomical observer of any in this country"—and "an efficient for teaching observations erected at the observatory in the mode of taking and furnished with instruments; to the benefits of which all officers upon the station shall have access for the annual sum of \$1500. These different courses of instruction, which it is beset by the necessity of, are therefore ten-dered to the government for the annual sum, in all, of \$3500." Department to be established upon a liberal footing "recommended to the Department to accept the proposal made by the College. There appears to have been no result from this proposition.



JOHN FERGUSON, TRUSTEE 1830-1832

Determined to commend the

support of the public, the Trustees proposed (February 3, 1830) to the Corporation of the City of New York: "That if the Corporation of the City of New York should patronize Columbia College as the City College, the Trustees pledge themselves to ordain, that the Mayor and Recorder shall be *ex officio* members of the Board of Trustees of the College.

"That for every \$20,000 in money, or in real estate, granted or conveyed to the said Trustees for the use of the College, by any individuals, or any society, or body corporate, in the said City, the Corporation of the said City shall have the right to appoint one Trustee of the said College, until the number of Trustees, so appointed, shall equal, with the Mayor and Recorder, the present number of Trustees. Vacancies in the number of these Trustees shall forever be filled by the Corporation of the City. Vacancies in the present number of the Trustees of the College shall be filled by the remaining

Trustees of that number and description, and their successors in office, and that application shall be made to the Legislature of the State for an alteration in the Charter of the College, agreeably to the above provisions:” “That if the Corporation of the City should resolve to appropriate the building called the old Almshouse to literary purposes, and should grant the same, or an equivalent thereto, to the Trustees of Columbia College, the said Corporation shall be immediately entitled to appoint Trustees of the College agreeably to the above provisions.

“The present number of Trustees agreeably to Charter is twenty-four. Value of the property of the College, obtained from Trinity Church, at least \$400,000. Value of a Trusteeship (four hundred thousand divided by twenty-four) say \$20,000. Value of the Almshouse and the ground on which it stands,—\$200,000. Number of Trustees to which the Corporation of the City will be entitled, in case of the grant of the Almshouse; or an equivalent thereto

(200,000 divided by 20) say	10
add Mayor and Recorder,	2
	—
Total Trustees under the above arrangement	12

“If other funds be contributed by the Corporation or the citizens, the number of Trustees so appointed by the Corporation will be increased.

“The advantages of the above propositions in respect to the City are, that *all* the citizens—merchants, mechanics, working men, as well as professional men—all who are entitled to vote at the City and County elections, will have a real and substantial voice in the concerns of the College, through their representatives in the Common Council of the City, and that thus they will be vested with rights and advantages in a College already organized, with Professors, apparatus, library, etc. etc. etc., and possessed of an endowment worth at least \$400,000.”

Though the acceptance of this proposition might, perhaps, have aided the College temporarily, it would doubtless have embarrassed its future prosperity and development by making its management more or less dependent upon political fluctuations. The Trustees were, therefore, happily unsuccessful in their advances to the Corporation of the City.

The University of the City of New York was opened in the fall of 1832. In his report to the Trustees in January 1833, President Duer refers to the falling off in the number of students as follows: “This decrease both in the number of students remaining, of the former year, and in the number entering at the opening of the session, is principally to be attributed to the recent establishment of another institution in the city upon a plan of organization similar to this College. Several of our former students, indeed, applied for their dismissals for the avowed purpose of entering the University of the City of New York, at its opening in October last; and the far greater part of the candidates for admission from other schools than the Grammar School of the College, joined the new institution, the Grammar School having furnished twenty-five of the thirty-two of which the entering class of the present year consists.”

For some years the number of students did not increase. Efforts were constantly made by the authorities of the College to increase its efficiency and attractiveness, by extending the courses, and by diversifying them. The expenses therefore increased and the debt grew

steadily larger. No assistance from the Legislature or other sources was obtained, though not infrequent applications were made. Ways and means were earnestly and frequently debated, and some small reductions in the increasing debt were made by raising the price of tuition from \$80 to \$90 a year, by dispensing with the services of some of the less important officers and by reducing, for a short time, the salaries of others. The main reliance of the Trustees seemed to be, however, upon the ultimate success of their constant endeavors to furnish the best possible means of education, and so enlarging the number of students, and upon the increasing value of their landed property judiciously managed. In 1836, the statutes of the College were revised "and many important alterations made especially in regard to the courses of study. The full course was materially enlarged in all the departments, and the Literary and Scientific Course defined and extended and placed upon a footing of greater relative importance in respect to the full course, with the view of rendering it a complete system for the education of young men intended for civil or military engineers, architects, superintendents of manufactories, or for mercantile or nautical pursuits."

To increase the efficiency of the scientific courses, \$10,000 was appropriated for additions to the Library and philosophical apparatus; a collection of minerals having been previously purchased for \$2300 and a geological collection of valuable specimens received from the State.

On the thirteenth of April, 1837, was celebrated the semi-centennial anniversary of the reconstruction of the College under the Act of the Legislature passed April 13, 1787. A joint committee appointed by the Trustees, alumni and students made the arrangements. On the day set, a procession was formed on the College Green at ten in the morning, consisting of Trustees, Faculty, alumni and students of the College, Regents of the University, public functionaries of the City, State and Nation, and other distinguished guests, and proceeded to St. John's Chapel in Hudson Square. There an oration was delivered by the Rev. Dr. Manton Eastburn, of the Class of 1817, then Rector of the Church of the Ascension in New York, and afterwards Bishop of Massachusetts. A poem written for the occasion was recited by William Betts, of the Class of 1820; a Latin ode, written by William C. Russell, of the Class of 1832, and set to music, was sung; and honorary degrees were conferred upon William Cullen Bryant and other persons distinguished in letters, law and divinity. A Greek ode written by Professor Anthon, of the Class of 1815, was put into the hands of a musical composer, with a view to its performance with the other at the celebration; but the composer not only failed to compose any music, but mislaid the manuscript committed to him, and, as no copy had been retained, lost the ode to posterity. "In the evening the College Hall and Library, having been illuminated and appropriately decorated, were thrown open for the reception by the President of the Trustees, Faculty, alumni and students, with other friends of the institution, who assembled in great numbers in honour of the occasion."

Professor Anthon, whose Greek ode was lost, subsequently wrote a very humorous description in verse of the evening reception, in which each of the Professors is represented as singing a song in the language of his department and the President as finishing the entertainment with a song of enjoyment and farewell.

In 1838, a large and valuable addition was made to the Library, by the purchase of Professor N. F. Moore's collection, especially rich in classical works. Mr. Moore was engaged to put the whole Library in order and arrange it for more convenient use. The President of the College reported (December 3d) that the number of students was greater than ever before,

there being one hundred and forty-six in the "full course" and ten in the "literary and scientific course."

President Duer became ill in the latter part of 1841, and resigned his office May 2, 1842. The Trustees expressed their high appreciation of his active and efficient service and deeply deplored the necessity that led to his resignation. They voted him an allowance of \$1200 per annum during his life and regretted that the "crippled state of Finances" prevented them from more fully and satisfactorily expressing, in this respect, their sense of obligation. Professor McVickar, again as after Dr. Harris's resignation, acted as President till the election of a successor — which occurred in the following August by the choice of Nathaniel F. Moore, of 1802, Professor of Greek and Latin

At the time of resignation there were one hundred and four students in the "full course" and three in the "literary and scientific course;" the income of the College was \$23,998.05, and the expenditures were \$22,865.41; the debt of the College was \$58,050.

In June 1843, Professor Anderson resigned his Professorship and was succeeded by the Rev. Dr. Charles W. Hackley, at the time of his election Professor of Astronomy in the University of the City of New York, and author of several Treatises. Professor Anderson was a profound mathematician, versed also in other sciences, an elegant classical scholar, a linguist and a prominent and highly respected teacher of his pupils by his

extensive and dignified and courteous manners. "He had frequently visited Europe, and after he resigned his Professorship he extended his travels into the far East. The expedition under Lieutenant Lynch, sent to explore the Jordan and the Dead Sea, found him in that quarter, and pressed him into their service as geologist, and his valuable report on the Geology of that region was printed among the papers of the exploration."¹ He subsequently rendered valuable service to his *alma mater* as Trustee (1851-75). He was one of the very able committee that revised the whole system of Education in the College (1857) and put it substantially upon the basis upon which it rests to-day and laid down the lines along which the College has since developed.



NATHANIEL F. MOORE

the choice of Nathaniel F. Moore, of the Class of 1802, Professor in the department 1817-35.

President Duer's income of the "full course" was \$23,998.05, and the "literary and scientific course" was \$22,865.41; the income of the College was \$58,050.

Professor Anderson was a profound mathematician, versed also in other sciences, an elegant classical scholar, a linguist and a prominent and highly respected teacher of his pupils by his

¹ Professor H. Drisler, May 4, 1894.

He died in India, in 1875, on his return from a private astronomical expedition to the northern part of that country to observe the transit of Venus.

In April 1843, the Trustees received notice of a bequest, made by Frederick Gebhard of New York City, of \$20,000 "for the endowment of a Professorship of the German Language and Literature in the said College and for no other purpose whatever." The bequest was accepted, the "Gebhard" Professorship established, and in June, J. Louis Tellkamp, J.U.D., of Göttingen was elected to the Chair. Professor Tellkamp was given leave of absence, at his own request, to go to Germany, and the salary that might accrue during his absence was, also at his own request, devoted by him to the purchase of books relating to the work of the department, for the Library. He began his instruction in April of the following year, the study of German having been, meanwhile, made an obligatory part of the academic curriculum. In January 1847, the attendance of the two upper classes was made voluntary and so continued for ten years, when the study was made wholly voluntary. In the fall of 1847, Professor Tellkamp resigned and was succeeded by the Rev. Dr. Henry I. Schmidt, who continued for a third of a century in the active discharge of his duties.

In July 1843, the "literary and scientific course" was abolished "after the end of the present term." There were no students in it at the time. It was apparently in advance of the desires of the community and had never received much encouragement. The highest number in it, in any one year, was twelve, it was often wholly deserted, and for the thirteen years of its existence the total number attending it was but forty-nine. Many of its features have been subsequently introduced into the curriculum.

The finances of the College, always hitherto an anxious matter, were at this time subject of especial concern. On the report of a committee in July 1843, the salaries of the President and four principal Professors were reduced, so that, besides a house and ten dollars a year for each student who paid his fee, the President was to receive a salary of \$1400, and each of the four principal Professors, \$1200; no Adjunct Professor of Languages was to be appointed to the place of Adjunct Professor Vermilye, who had resigned; the President was to instruct the Senior Class in classics, the Jay Professor, Dr. Anthon, taking charge of the Freshmen, who had hitherto been taught by the Adjunct Professor. The salary of the Treasurer was reduced to \$400; the annual expense for printing was limited to \$50, and for the Library was not to exceed \$100; the system of prize medals was abolished; as well as the literary and scientific course. The President was authorized to employ, if necessary, an additional instructor in the classics for the first term of the next academic year at an expense not exceeding \$200—and so, by appointment of the President, Henry Drisler, of the Class of 1839, began a connection with the College destined to be prolonged and distinguished. President Moore's instruction of the Senior Class in Greek was but of short duration, as, in February 1844, he begged to be excused from that service, and was excused, for the reason given by him "that he, under conviction of expediency, a number of years ago adopted the modern Grecian pronunciation of the Greek language, and therefore finds himself unable to be intelligible, profitable or interesting to his class."

In April 1848, Chancellor Kent having died the previous year, William Betts, of the Class of 1820, was made Professor of Law, and subsequently, in the winter of 1849-50, delivered a course of lectures on international law. The Professorship was not an active one. Mr. Betts resigned in 1854 and no successor to him was, at the time, appointed.

CHAPTER VI

PRESIDENT CHARLES KING—REMOVAL TO 49TH STREET AND ENLARGEMENT
OF CURRICULUM

IN the fall of 1849, Dr. Moore retired from the Presidency and was succeeded by Charles King, a gentleman of note in the City, a son of the Hon. Rufus King, who had been a valuable Trustee of the College (1806-24). His accession was "widely hailed on the peculiar score of being a public and a business man, opening thereby a new sphere of popular influence, and creating a new bond of sympathy between the College and the needs and wants of our Metropolis."¹ *cial changes occur-*
dent King's incum-

In his report on December 1, Moore said, "The the College may encouraging. The ginning to see its financial difficul- long obstructed lege debt became From a report of mittee of the Trus- ruary 4, 1850, it debt "will be grown within last past from of \$68,000, being expenditure, dur- of more than College income." Trustees for relief based upon the crease in the value Garden" property,



CHARLES KING

red to, which "consists of about two hundred and sixty Lots of ground and is bounded on the North by 51st Street, on the South by 47th Street, on the east by 5th Avenue and on the West by a line parallel with and about one hundred feet easterly of the 6th Avenue." A special committee appointed to consider and report upon the state of the College, the expediency of selling a portion, at least, of the "Botanic Garden," the question of permanency in the location of the College, and other matters connected

great commercial Great and benefi- red during Presi- bency of his office. to the Trustees 1845, President general state of be regarded as Institution is be- path clear of the ties that have so it." Yet the Col- steadily larger. the Standing Com- tees made Feb- appears that this found to have seventeen years \$30,000 to the sum an average annual ing that period, \$2200 beyond the The hopes of the seem to have been prospective in- of the "Botanical heretofore refer-

¹ Professor McVickar's address at the inauguration of President King, November 28, 1849.

with the finances of the College, reported April 1, 1850, against any immediate sale, and say, "the present period, from various causes, is marked by great buoyancy in the value of real estate as well as in every department of trade, and the future appears to promise a decided and rapid increase. It is but very recently, and within the last few months, that this impulse has been sensibly apparent, and the causes that produced it, combined with the rapid and steady growth of our population, can hardly fail to secure the property in question from becoming, at any future time, less available than at present, and give the most encouraging assurances that it will gradually and steadily improve." The Committee further reported "in regard to the permanency of location," "it does not appear to the Committee that any circumstances at present exist, or are likely soon to arise, making a change expedient." The Committee was wiser in its estimate of the increasing value of the property than in its opinion upon "the permanency of location." The brightening financial prospects encouraged the introduction of propositions for the enlargement of the curriculum, the extension of its benefits more widely and the popularization of the College. The expediency of allowing the alumni of the College, in case of a vacancy in the Board of Trustees, to nominate three candidates to fill the vacancy, one of whom must be chosen, was considered, and abandoned (June 1850) as it would involve an alteration of the Charter.

President King suggested the establishment of a Chair of American History (September 1850), which was considered, but not then carried into effect. In February 1851, a committee in reporting upon the advance in the value of the College property, and the prospective easy management of its debt, directs the attention of the Trustees "to the possibility, at least, of the removal of the College to that place" (i. e. the "Botanic Garden"). In October 1852, on motion of President King, a committee was appointed to consider and report upon "the expediency of abolishing the fees for tuition in this College, and of making it free to all who can undergo the preliminary examination," and also upon "the expediency of engrafting upon the foundation of this College a scheme of University Professorships and lectures in the higher departments of Letters and Science." Other propositions were made from time to time, and in October 1853, a Committee appointed to consider the subject of the Professorship of Natural and Experimental Philosophy and Chemistry, for the relief of the Professor, recommended that "no action be had in reference to this Professorship solely," on the ground that any change made then could be but partial, as the removal of the College would probably be "determined on at an early day," and "that when that period shall have arrived, among the subjects to be considered necessarily connected with the place, plan and extent of the College buildings, is the scheme of collegiate instruction proper thereafter to be adopted, and that then, the course of instruction now pursued must be radically altered." The Committee continued, "Therefore, before finally resolving upon, or even considering, the question of removal, the Board ought to have the materials for an enlightened judgment upon the more important points indicated above. The consideration of these points, from the intrinsic importance, extent and difficulty of the subject, will necessarily require the most careful and deliberate inquiry, which can only be made by a Committee composed of such members of the Board as are best qualified for the task." The committee recommended the passage of the following resolution, which, as it produced great results, is here given in full:

"Resolved, that it be referred to a Committee of Three to be elected by ballot to inquire, whether it is expedient to take any and what measures for the removal of the seat of the College;

and in the event of such removal, whether any and what changes ought to be made in the undergraduate course; and whether it would be expedient to establish a system of University Education in addition to such undergraduate course, either in continuation thereof or otherwise. That such committee report fully as to the principles and details of any plan that they may recommend, and whether in their opinion it can be successfully carried into execution: and in connection therewith, that they consider whether, for the more effectual carrying out such plan and extending the benefit of this institution, it ought to afford rooms and commons, or rooms alone, for resident students, and ought to have its seat isolated."

The resolution was adopted, and the committee chosen, which was briefly called the Committee on the College Course, consisted of William Betts, LL.D., Dr. Henry James Anderson and the Hon. Ham-

ilton Fish. The committee reported progress at the next meeting of the Board in November. In this preliminary report the committee recommended removal of the College. Efforts were made to carry out the recommendation, but without success. The report stated that in the opinion of the committee, moral and intellectual discipline was the object of collegiate education and that "the acquisition of valuable and desirable knowledge, however great, is subordinate to this end. The committee cannot, however, continue the subject, however manifestly it may seem to us, in its own interest, without universal sympathy and acquiescence. On the contrary, the demand for



HAMILTON FISH, TRUSTEE 1840-1849, 1851-1893

progressive Knowledge so loudly uttered, and for fuller instruction in what are called useful and practical sciences, is at variance with this fundamental idea. The public generally, unaccustomed to look upon the mind except in connection with the body, and used to regard it as a machine for promoting the pleasures, the conveniences, or the comforts of the latter, will not be satisfied with a system of education in which they are unable to perceive the direct connection between the knowledge imparted and the bodily advantages to be gained. For this reason, to preserve in some degree high and pure education and strict mental discipline, and to draw as many as possible within its influence, we must partially yield to those sentiments which we should be unable wholly to resist. Your committee therefore think that while they would retain the system having in view the most perfect intellectual training, they might devise parallel courses, having this design at their foundation, but still adapted to meet the popular demand." With regard to the establishment of a

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University system in addition to the undergraduate course, the committee "were not prepared to say more than that they regarded it favorably in those respects in which it might be practicable; but that the design was not free from serious difficulties, that the subject had occupied the minds of learned men in connection with the English Universities, but hitherto without effect; that the Medical and Theological Schools had done much, perhaps all, that could at present be done in that direction; but in regard to higher jurisprudence, and the sciences and their applications, much might possibly be done by the College." There the matter was left for the time for the consideration of the Trustees and for suggestions from the Faculty, both of which were

On November Renwick's resignation had been offered some was finally accepted on the part of the just appreciation eminent and faithful cause of science tion." That they suitable manner, merits, the Trustees Emeritus Professor salaries or stated certain privileges Dr. Renwick was fessor of Natural Philosophy and invited to sit for was to be provided the College and to brary or other suitable College edifices. lived for ten years the honors that his and died aged sev-



J. M. WAINWRIGHT, TRUSTEE 1824-1830, 1853-1854

January 1863. In a minute upon his death, the Faculty of the College speak of his active labors in his Professorship. "for the long period of thirty-three years, those labours diversified yet increased by occasional demands, during the summer vacations, by Government for the aid of his acknowledged skill and science. Among the most honorable of such duties, as well as perilous, was his appointment by the General Government in 1838 as Commissioner for the survey of the northeastern boundary." The Faculty say further: "Zeal for science was with him ever uppermost, and in various public duties, more especially as connected with the safety of steam, and in the advancement of private associations of science, becoming in some the presiding, and in all an influential manager, Professor Renwick continued both active and useful up to the very day of the fatal attack under which he sank."

invited.

21, 1853, Professor tion, which had time previously, with an expression Trustees of their of his "long-ried, ful services in the and sound instruc- might testify, in a their sense of his created an order orships, without duties, but with and honors, and made Emeritus Pro- and Experimental Chemistry. He was his portrait, which at the expense of be hung in the Li- able room in one of Professor Renwick after this to enjoy merits had acquired enty-one years in

The choice of a successor to Professor Renwick proved to be a very serious matter. The controversy to which it gave rise became somewhat warm and bitter, involved not only the Trustees but the alumni, and was discussed not without acrimony in the public press. It prevented the celebration, which had been proposed, of the centennial anniversary of the founding of the College in 1754, and culminated in the appointment by the Senate of the State of New York of a select committee of three, of its own body, "to inquire whether Columbia College or any of its Trustees have violated any provision of Law or of its Charter; and particularly whether said College or any of its Trustees have in any way required any, and if any what, religious qualifications or test, from any candidate as a condition of appointment to any Professorship in said College." As a result of the inquiries the Committee "arrived at the clear and decided conclu-



COLUMBIA COLLEGE, 1855

sion, that there had been no such violation; and the College was to be left in the full enjoyment of all its chartered rights and immunities, without any attempt to interfere in their lawful exercise." Meanwhile, on April 3, 1854, Mr. Richard S. McCulloh, then Professor of Physics and Chemistry in the College of New Jersey, had been chosen to fill the vacant chair.

On the twenty-fourth of July, 1854, the Committee on the College Course, to which had been added the Rev. Dr. John Knox, made a full report upon all the subjects committed to them, recommended a plan and set forth fully the principles that had guided them in preparing it.

The resources of the College were not sufficient to put into immediate effect any scheme of expansion, and the matter was allowed to rest, to be examined and criticised, amended and improved, till the time became ripe for action. This time arrived in 1857.

In 1855, a Special Committee of Trustees on buildings was appointed. This Committee, with the assistance of Mr. Richard Upjohn, the architect engaged, developed

plans for edifices on the "Botanic Garden" property. By resolution of the Trustees adopted June 19, 1856, the Committee was authorized to proceed to the erection of one of the buildings shown on the plan submitted and "covering a length of two hundred and eighty feet, or such part thereof as may be deemed expedient by the Committee." The Committee did not, however, act upon this authority, as the College purchased, in the fall of 1856, of the Deaf and Dumb Asylum, a part of the block of land between 49th and 50th Streets, Madison and Fourth Avenues, with the buildings thereon. The whole of the block was subsequently acquired. The buildings were put in order for the temporary use of the College, and the scheme for erecting permanent buildings on the College property, Fifth Avenue between 49th and 50th Streets, was held in abeyance and ultimately abandoned.

In January 1857, the site of the College buildings in Park Place was sold, and the necessity for speedy removal became imperative. The Committee on the College Course were instructed "to bring in the full statute to comprehend the whole scheme of College and University instruction contemplated by their former report." The full statute was reported on the second of March. It was considered and amended at subsequent meetings, and finally adopted July 6, 1857.

Before this action, however, the College had been removed from its original site in Park Place to the "temporary" location, that it subsequently occupied for forty years, at 49th Street and Madison Avenue. The removal appears to have been a very simple affair. The following account is from the "Evening Post" of May 7, 1857:—

"COLUMBIA COLLEGE.—The exercises in Columbia College were concluded in the old building, to be resumed Tuesday next at the buildings in 49th Street near the Fourth Avenue, until permanently located in the new edifice, proposed to be erected in the Fifth Avenue near 50th Street. At the close of the Chapel exercises, President King briefly addressed the students, exhorting them, wherever they went, to carry the good and leave the bad behind—to go to the new locality with a clean record, and to preserve it clean. At the close of the President's remarks, a farewell song, written for the occasion by John Ward, of the Junior Class, was sung to the tune of Auld Lang Syne.

"In the course of the day the *corner-stone* of the College building was disinterred. It is a solid block of red sandstone, measuring three feet in length, one foot in depth and one foot in thickness. The letters of the inscription are as fresh and sharp as the day they were cut. It was buried about six feet under ground, on the Southeast corner of the old College building."

(The "corner-stone" was imbedded in the east wall of the College Chapel at 49th Street and there remained till removed in 1897 and inserted in the Mantel-piece of the Trustees' Room in the University Library on Morningside Heights.)

The "New York Herald" of May 4, 1857, refers to the same subject: "By the terms of the sale the buyers of the Columbia College property cannot claim possession before the tenth of May, but the Faculty have been actively engaged for some time in getting ready for the removal. The Library books, cabinet minerals and portable property of the College have all been packed and removed to the old Deaf and Dumb Asylum in 50th Street, near Fourth Avenue, which will be used hereafter as the College, until the new edifice destined for the use of the students and Faculty is erected on the College property in Fifth Avenue.

"The old Asylum has been completely refitted, and accommodations have been provided for the President and one of the Professors, with their families, in the building. Should these new quarters prove acceptable to the students, a lease of ten years will be taken, by which time the new College will be ready for occupancy.

"The old building on Park Place was put up in 1758, and this week the work of demolition will commence."

(No "lease" was to be taken, as the College acquired the property in fee.)

The distance of the new location from the well-settled portions of the City and the difficulty of access were so considerable that the Treasurer and the President of the College were (April 22) appointed "a Committee to confer with the Direction or the officers of the Harlem and other Rail Road Companies, and with the Proprietors of any line or lines of Omnibuses, with a view to the establishment of suitable facilities for the conveyance of students and others to and from the new College, and for the arrangement of a price for such conveyance either by commutation or for each trip."

At the time referred to and for years afterwards, Madison Avenue was not paved above 42nd Street and was not open above 49th Street; "the bones of the unknown dead" were removed from "Potters Field" in the vicinity during the summer and fall of 1858; there was no way of getting across the railroad tracks on Fourth Avenue but by crossing of the level; Bull's Head cattle yards were on Fifth Avenue, east side, just below the present site of the Windsor Hotel: and the region about was as "new" as these remarks would lead one to infer.

The demolition of the buildings in Park Place was begun as soon as the College vacated them and was rapidly effected. The following extract from the "Evening Post" of May 11, 1857, notes the destruction of the old building and the transfer to the new, and gives some account of the "new location" as it then appeared.

"COLUMBIA COLLEGE.—The old College building in Park Place is now entirely destroyed, and this morning a force of workmen were employed in tearing off the roof and undermining the walls. The transfer to the new College building, between 49th and 50th Streets, (formerly the Deaf and Dumb Asylum,) was made without public display—a procession, addresses, and other doings were talked of, but abandoned from various considerations.

"This morning the various classes assembled at the new buildings, but as the work of repairing and refitting is not yet completed there were no recitations. There will be some inauguration ceremonies in recommencing the College exercises to-morrow forenoon, when the Protestant Episcopal Bishop of the Diocese is expected to be present, and there may possibly be an address from an ex-Professor, who is a member of the Board of Trustees.

"The new location of the College is a delightful one, and undesirable only on account of the distance uptown—an objection which, by the tendency of population, will be in a few years obviated. The old Asylum buildings have been altered somewhat, repaired and greatly improved. The two wings have been separated from the main building. The east wing is occupied by the Chapel and the extensive Library of the College; the centre for the recitation-rooms and the residence of President King, and the west wing for the residences of some of the College Professors.

"A beautiful lawn slopes from the College southward down to 49th Street, and is ornamented by some fine old trees. This will be for the present the main entrance to the

College, but as soon as the more extensive grounds northward to 50th Street can be graded, laid out and properly embellished, the principal entrance will be in that direction.

"The site is on a commanding eminence, affording an extensive and pleasant view. That part of the city is still quite new, and the hand of improvement is visible in all directions. 'Potters Field' is within a stone's throw, and we are sorry to say the ends of rows of coffins, filled with the bones of the unknown dead, are still to be seen protruding from the bank of earth left by the cutting through of the 4th Avenue.

"The College will probably remain in its present location only six or eight years, or until the new College buildings to be erected by the Trustees shall be completed."

The "inauguration ceremonies" consisted, according to a contemporary account, of the assemblage of the students in the Chapel for morning prayers: the Chaplain, the Rev. Mr. Duffie, read the third chapter of Proverbs: Mr. Walter presided at the organ and the students chanted the seventy-ninth selection of Psalms; the Rev. Dr. Knox, Chairman of the Trustees, made an address, in which he impressed upon the students that the increased facilities for study increased also their responsibilities and that they must not fail to improve these newly created opportunities; President King also made an address; after which the students proceeded to their respective lecture-rooms. "Their course of lectures will now continue. Extensive preparations are now being made to beautify and ornament the grounds around the College and it only remains for 50th Street to be properly regulated to add to the fair prospect of this most noble and worthy institution."

The statute that was adopted in July 1857, and which was to be put into effect, so far as practicable, at the beginning of the next academic year, continued, in substance, the former collegiate curriculum to the end of the Junior year with adaptations, however, to the future studies, both subgraduate and postgraduate. Beginning with the Senior year the statute provided that the course should be divided into three departments, any one of which might be elected by the students entering upon that year, viz.: a "Department of Letters," which was a highly classical and literary course; a "Department of Science," in which predominance was given to courses in science, as Mechanics and Physics, Astronomy, Chemistry, Engineering, Mining, etc.; and a "Department of Jurisprudence," in which Modern History, Political Economy, Natural and International Law, and allied subjects, were given prominence.

A "University Course of Study" was also provided for, as follows:

"Lectures shall be delivered in the College, which shall be conducted in three distinct schools. They shall be open to any person, under such regulations as the Trustees may from time to time prescribe.

"1. A school is established, called The School of Letters, in which shall be pursued the following studies: Moral and Mental Philosophy, including an Analysis of the Moral and Intellectual Powers: *Æsthetics*, or the Principles of Taste and Art; the History of Philosophy; appropriate literature of the Greeks and Romans; Oriental and Modern Languages, as far as possible; Comparative Philology; Ethnology.

"2. A school is established, called The School of Science, in which shall be pursued the following studies: Mechanics and Physics; Astronomy; Chemistry and Mineralogy; Geology and Palæontology; Engineering; Mining and Metallurgy; Arts of Design; History of Science; Natural History; Physical Geography.

"3. A school is established, called The School of Jurisprudence, in which shall be pursued the following studies: History; Political Economy; Political Philosophy; the Principles of Natural and

International Law; Civil and Common Law; the writings of the Greeks and Romans, and of the modern civilians and jurists, appropriate to the last three subjects.

“The conjunction of the above three schools shall form the University Course.

“Any person who may enter either of the said schools may receive the degree of Master of Arts, after having pursued for a space of time not less than two years, to the satisfaction of the Trustees and Faculty, such of the studies thereof, and under such regulations, as the Trustees may from time to time prescribe.

“There shall be fellowships, with or without stipends, to be filled by the Board of Trustees, upon such examination, and upon such rules and regulations as may hereafter be prescribed.

“There shall also be prize scholarships in the sub-graduate course under proper regulations.”

When the state of education throughout the country at that time, forty years ago, is considered, this statute shows great knowledge, foresight and wisdom. In a public address upon the changes in and enlargement of the course of studies, Mr. Betts, the Chairman of the Committee of Trustees that prepared the Statute says, among other things: “Up to this point of College life, [the close of Junior year] the end in view is mainly to discipline and invigorate the mind, and to enlighten and purify the heart. Now, the object is to apply this intellectual light and vigor to the permanent acquisition of knowledge; to emancipate the student gradually from the trammels of catechetical teaching, and to prepare him for the higher and more arduous efforts of self-instruction. With this view, three departments are constructed, which are termed Schools of Letters, of Science, and of Jurisprudence; the first of which has reference to general improvement; the two latter to specific objects, as indicated by their names. On entering the Senior year, each student may select either of these schools. Should he neglect to make a selection, he continues in the Classical or School of Letters.

“After graduation, the same schools are proposed to be continued for two years. A reference to the proposed course of instruction will show that they comprehend a large circle of human learning. The instruction in these schools is not to be confined to the graduates of the College. It is open to the whole world. A sufficient body of teachers is provided to commence the undertaking. A nucleus is presented for a great University, adapted and prepared to meet all the wants of the community. If there be really that demand for the acquisition of knowledge which has been supposed, it may here be satisfied. If there be in fact no such demand, or such only to a limited extent, time will soon develop the truth. It is indeed hoped that the graduates of the College, animated by a noble and inspiring love of learning, will not fail to take advantage of the proposed means of instruction thus afforded to them, and that others will gradually be drawn to join them.

“The progress of the undertaking may be slow: it may be unsuccessful. The slowness of its progress need not, however, produce despair. Most things that are valuable and lasting are slow in progression. Time and experience will, however, soon demonstrate the utility of the attempt; and it is so devised, that it may be expanded, contracted, or discontinued without difficulty.”

The tuition fee was reduced to fifty dollars. The existing Professorships in the College were subdivided and several additions were made to the Faculty.

The Professorship of the Greek and Latin Languages was subdivided into two—the Professorship of the Greek Languages and Literature which Dr. Anthon assumed, and the Professorship of the Latin Language and Literature to which Mr. Henry Drisler, of the Class of 1839,

who had been appointed Tutor in Greek and Latin in 1843, and Adjunct Professor in 1845, was promoted. Dr. McVickar's extensive duties were apportioned among three chairs — that of the Evidences of Natural and Revealed Religion, to which the Professor himself was assigned; that of Moral and Intellectual Philosophy and Literature, which was filled by the election of Charles Murray Nairne, A.M., a graduate of the Universities of Aberdeen and Edinburgh, a ripe scholar; and a Chair of History and Political Science, to which Francis Lieber, LL.D., the distinguished philosophic historian, was elected. The department of mathematics and Astronomy was divided and Professor Hackley assumed the Chair of Astronomy, and Charles Davies, LL.D., a graduate of the United States Military Academy at West Point, and author of a well-known series of mathematical text-books, was made Professor of Mathematics, with Mr. William Guy Peck, his son-in-law, also a graduate of West Point and a successful Mathematical writer, as an assistant. The subjects of Physics and Chemistry were separated; Professor McCulloh was to confine himself to the department of Physics and Mechanics, and Charles A. Joy, Ph.D., who had received his scientific education and his degree of Doctor of Philosophy in Germany, was made Professor of Chemistry. Other chairs were projected but not established.

The effect of these changes was to extend and strengthen the course of instruction and to attract a larger number of students. President King reported to the Trustees that, on opening in the fall of 1857 at the "new site, a greater number of students matriculated than ever before in the history of the College"; and when it is found that the number that called forth this note of exultation was but one hundred and fifty-four, the difference between that day and this is strikingly apparent. Of the electives open for the first time to the members of the Senior Class, that class (twenty-six in number) divided themselves as follows — fourteen in the "School of Letters," and six each in the Schools of Jurisprudence and Science. The alumni of the College were awakened to greater interest. They sent, through the officers of their Association, a communication to the Trustees, expressing a desire for a conference, to consider propositions for the benefit of the College, and their intention to establish a prize to promote general excellence in scholarship. They established an annual prize of fifty dollars "to the most faithful and deserving student of the graduating class," the Faculty to submit the names of three candidates to the class who should select one of them to receive the prize. This prize was first awarded at Commencement in 1858, and has been awarded annually ever since.

Though the resources of the College had been largely increased, yet the expenses incurred and the pecuniary obligations undertaken somewhat exceeded the income. The University course was, however, regarded as so important in every way that it was determined to make a beginning with it. It was thought that the members of the Faculty as then constituted could conduct most of the courses practicable at the beginning, and that outside aid could be procured at an outlay of \$5000 to \$7000 for additional rooms in a central location in the city and for services. In May and June 1858, the Trustees resolved to open in the succeeding autumn certain University courses; and to organize a Law Department with a view primarily of admission to the Bar, but with instruction in other and higher branches, not absolutely necessary to such admission, superadded to the course and placed within the reach of the students. Their hope in this was that "if a large number of students be drawn into the school, it will probably not be difficult to induce them to attend the superadded studies and thereby acquire that more elevated learning which it is the object of the College to extend." Accordingly, a committee was appointed to arrange with members of the Faculty for certain University courses; to engage the services of Professor Theodore W. Dwight or "other competent instructor" for the

Law School, and, as lecturers in other subjects, of Professor James D. Dana, of Yale College, in the Department of Geology and Natural History; Professor Arnold Guyot, of the College of New Jersey, in Physical Geography and kindred subjects; and of Mr. George P. Marsh in the English Language. The lectures and instruction in the scientific courses were to be given in the College buildings at 49th Street, and in the other subjects at the rooms of the Historical Society in Second Avenue near 11th Street.

The services of all these gentlemen were engaged, but owing to ill health, Professor Dana was prevented from delivering his lectures on Geology.

Early in November, the several courses were begun by the gentlemen named: in addition the eminent Dr. Torrey, of the Medical School, lectured on Botany; and the following Professors of the College gave courses in their respective departments, viz.: Professors Lieber, Nairne, Davies, Hackley, Peck and Joy: Professor Dwight began his remarkable career as a Professor of Law.

The Law School was the only part of the scheme that secured the warm support of the community. Under the immediate charge of Professor Dwight, assisted by Professor Lieber in History and Political Science, Professor Nairne in Moral Philosophy and eminent members of the New York Bar as lecturers upon special topics, the school soon became so conspicuous as to attract the admiration and regard of eminent men in this country and abroad. "Better law teaching than Mr. Dwight's," said Mr. James Bryce, "it is hardly possible to imagine; it would be worth an English student's while to cross the Atlantic to attend his course."¹

The other parts of the projected scheme failed of sufficient encouragement and were, after little more than one year's trial, put aside for a time. The purpose of the Trustees to establish University courses was not abandoned, but a more favorable opportunity was awaited to carry it into effect. The policy set forth in the statute of 1857, was kept steadily in view and has, from time to time since, found practical expression, now in one particular, now in another.

On the sixth of June, 1859, a proposition was received from the College of Physicians and Surgeons looking to a union of that College with Columbia College, on the basis of each remaining practically independent of the other, the two uniting in conferring the degree of Doctor of Medicine. A Committee of Conference was appointed which reported, on June 22, in favor of the proposition. In their report, the Committee refer to reports previously made and action taken as to postgraduate or University instruction, and say:

"Your Committee beg leave to advert to the fact that a School of Jurisprudence has been already established, and is in active and successful operation; and by the establishment of a School of Medicine, as now proposed, facilities will be afforded by the eminent abilities of several of the Faculty of the Medical College, for forwarding the establishment of a practical school of science, as now contemplated by the Trustees of Columbia College." On June 4, 1860, the Charter of the College of Physicians and Surgeons having been modified by the Legislature to make it practicable, the College of Physicians and Surgeons was adopted as the Medical Department of Columbia College. This nominal connection continued till the early part of 1891, when by an agreement between the two institutions, sanctioned by the Legislature of the State of New York, the College of Physicians and Surgeons surrendered its separate Charter and became an integral part of Columbia College.

Several gifts of historic and intrinsic value were made to the College on its becoming known that University courses were to be opened, and shortly afterward.

¹ *Macmillan's Magazine*, Vol. xxv, p. 209.

The law library of the first President of the College after the Revolution, William Samuel Johnson, an important and interesting collection, was presented August 3, 1858, by his descendant, Hon. William Samuel Johnson.

In May 1860, Hon. John Jay, of the Class of 1836, presented six hundred and fifty volumes bearing date from 1619 to 1850, some of which had belonged to his great-grandfather, William Livingston, of New Jersey, others were from the libraries of his grandfather, the first Chief-Justice of the United States, of his uncle, Peter A. Jay, of the Class of 1794, at one time Recorder of New York City (1819-20), and of his father, Judge William Jay.

In presenting them, Mr. Jay said that the practical value of the whole might be deemed insignificant, but that the historic and personal association which attach to the volumes as connected with alumni of King's and Columbia might invest them with some degree of interest for the present and future students of the Law School.

A very important addition to the scientific part of the Library and to the scientific collection was made by the presentation by Dr. John Torrey, the celebrated Botanist, of his Botanical Library and his Herbarium. In his letter of presentation, dated November 5, 1860, he says of the Library that it "contains six hundred volumes, among which are many rare and costly works, which can now be obtained only with great difficulty: and not a few are scarcely to be purchased, except at long intervals on the breaking up of private botanical libraries." Of the Herbarium, he writes, "The Herbarium embraces the original specimens of the plants described in the Flora of North America by Dr. Gray and myself.

"It contains nearly all the Botanical collections made by order of the United States, and by the Legislatures of the different States, since the year 1818, including those made in Long's, Fremont's, Litgreave's, Emory's, and all the Pacific Rail Road explorations; as well as the very large collections made during the five years occupied in the Mexican Boundary Survey. On nearly all these plants, I have made full Reports which have been published by the United States with several hundred engravings. The Herbarium is enriched also with the collections made by the United States expeditions sent to the Isthmus of Panama, and a full set of the plants found by Professor Holton, in his Botanical travels in New Granada.

"The contributions made to my Herbarium by private botanists throughout the United States, and the collections made by myself for the last forty years amount to many thousand specimens.

"I have also most of the plants collected in British America from the first voyage of Parry, the voyages of Ross and Sabine, and the two journeys of Franklin, kindly presented by Sir William Hooker, Director of the Royal Gardens at Kew; who, by permission of the Lords of the Admiralty, distributed the Duplicates obtained by those eminent explorers. Sir William has also supplied me with numerous plants from his own unrivalled Herbarium.

"Through the East India Company, I have received a large number of specimens collected by their botanists in India.

"Most of the eminent botanists in England, Scotland, and the Continent of Europe have made contributions to my Herbarium, and it has also received very many plants from the Museum of Natural History at Paris, the Imperial Academy of St. Petersburg, and the Imperial Society at Moscow."

"The Herbarium that I have been so many years in bringing together, must necessarily be consulted by all future writers on the Botany of this country, because the Flora of North America, on which, in connection with my friend, Dr. Gray, I have worked for twenty-five years, is

the only work that includes the plants of all our States and territories, as well as of the British possessions to the north of us."

The Civil War broke out in the spring of 1861. On the call of the Government for troops, a number of the students in the College went to the front. Those who were members of the Class of '61, received their degrees at the following Commencement: others subsequently rejoined the College and were graduated with their respective classes: still others abandoned the course for an academic degree and remained in the field. Many of the alumni of the College served in the army, some of them with marked distinction, as Philip Kearny, of the Class of 1833, the brilliant officer who lost his life at Chantilly in 1862, and all of them with a devotion worthy of the ancient days of the College. Professor Lieber was a not infrequent adviser of the Secretary of War. A minute of the Trustees, December 8, 1862, states: "The Secretary of War of the United States, having requested the presence of Francis Lieber at Washington for a month or more, it was *Resolved*, That leave of absence be given to Professor Lieber until the Fifth of January next." He was often in consultation with Secretary Stanton, though not absent from the College for so considerable a time as that just referred to.

In the latter part of April 1861, there was a flag-raising on the grounds in front of the old College building on 49th Street. There was a large gathering of officers, students and their friends. Major Robert Anderson of the United States Army, who had recently returned from participation in the first act of the War at Fort Sumter, South Carolina, raised the flag to the top of the staff and, as it went aloft, exclaimed in a tone that thrilled all who heard him, "God bless that Flag!" The Hon. Hamilton Fish, Chairman of the Trustees and subsequently Secretary of State of the United States under President Grant, made an inspiring address. Professor Lieber wrote, for the occasion, a song, or hymn, on our Country and her Flag, which he called *Freeland* and which was sung by all present. Addresses were also made by several of the College officers. During the whole period of the war, excitement ran high, in the College as elsewhere. Many interruptions of the exercises necessarily occurred. In times of victory, there were thanksgivings, and in periods of defeat there were days of humiliation. The careers of the students and alumni in the army were watched with great interest. The distinction of any of them for service in the field was a matter of rejoicing, and the death of any in battle or from exposure was severely felt. It is difficult at this time for any one, impossible for one who did not then experience it, to realize the intensity of personal interest and feeling that attached to every event of the war.

The early summer of 1863, was a period of great depression. The Union armies had not met with success and a pall of gloom settled upon the community. The draft riots, a formidable uprising of the unpatriotic, ignorant and vicious classes in the city, occurred in July. Angry mobs surged through the streets. The College buildings and other property were threatened with destruction. Two fire companies in the neighborhood, the Liberty Hook and Ladder Company, No. 16, and the Relief Hose Company, No. 51, voluntarily took upon themselves the office of protectors and patrolled the streets till all danger was passed. They refused any pecuniary compensation for their services on the ground that they were simply doing their duty as citizens and good neighbors and were, of course, warmly commended and thanked for their high-minded conduct. An incident of the time was the retirement, in the fall of 1863, of the Professor of Physics to participate actively in the conflict. On his retirement, the course of instruction was somewhat modified by changing the mode of instruction in Physics; by making the higher Mathematics elective, instead of required, for members of the Senior Class; by

reducing the required attendance in Mathematics of the Junior Class from five hours a week to three, and adding the time thus gained to the attendance in Latin and Greek; by reducing the time given to pure Metaphysics and proportionately increasing that given to the History of Modern Literature and to Moral and Intellectual Philosophy. On December 21, 1863, Ogden N. Rood, a graduate of the College of New Jersey, a well-known physicist who has since become renowned, was elected to the vacant chair of Physics.

The war diminished, for a time, the available resources of the College. The leasing of property, which had been improved at great expense, was made difficult and, for a time, impracticable, and the burden of taxation was increased. Expansion on the lines laid down and to the extent anticipated was necessarily deferred. An important enlargement was made, however, in the midst of the troubled and anxious times that prevailed.

CHAPTER VII

ESTABLISHMENT OF THE SCHOOL OF MINES — PRESIDENT FREDERICK A. P. BARNARD

EARLY in 1863, the project of establishing a School of Mines and Metallurgy in New York City began to be agitated. Discouraging as the political situation then appeared, the people, nevertheless, confidently looked forward to the salvation of the national life, though at the expense of a vast debt. To provide for the payment of this debt, the material resources of the country must needs be developed skilfully and economically, and circumstances were, therefore, opportune for the founding of a school of applied science.

In March 1863, Thomas Egelston, Jr., of New York, a graduate of Yale College and of the *École des Mines* in Paris, drew up a plan setting forth the object of such school, outlining a course of instruction, and giving an estimate of its cost. This plan was presented to the Trustees of the College at their meeting in April 1863, and was accompanied by a suggestion "that the Legislature had in contemplation a design of making a large grant of lands for the purpose of aiding scientific investigation." The Trustees appointed a Select Committee to report upon "the subject of the expediency of establishing such school and of procuring a grant of land from the Legislature." That Committee reported, in the following month:

"That the establishment of such school would, in their opinion, promote the interests of this College and of the community at large; but that its complete organization with the necessary apparatus, collections, etc., would require an outlay estimated at between seventeen and eighteen thousand dollars, and is therefore not expedient at the present time.

"The committee are of opinion, however, that the nucleus of such school may be formed at inconsiderable cost to the College, and so as to be capable of expansion whenever the means of the College shall permit. They therefore recommend that rooms be selected and set apart for the use of such school within the present College building, that postgraduate or University Professors of Analytical Chemistry, of Mining and Metallurgy, and of Mineralogy and Geology, and instructors in the German and French languages be appointed; such Professors and instructors to be compensated wholly by fees; and that the collections and apparatus belonging to the College be used for the purposes

of instruction in the school, under such regulations as will prevent any interference with their use in the undergraduate course."

The recommendations were approved, and in the following December, on further report from the committee, the Trustees authorized the setting apart of rooms in the College building for a mineralogical cabinet, the appointment of a Professor without salary, and the expenditure of \$500 for fitting up cases for specimens, etc. On February 1, 1864, Mr. Thomas Egleston was made Professor of Mineralogy and Metallurgy. At the Commencement, in the following June, Dr. Barnard, of illustrious memory, became President of the College—a significant fact in the history of the School, as it was largely due to his enthusiasm and well-directed energy that the School was opened in advance of the time originally contemplated, and received from the start hearty encouragement. In September, Mr. Francis L. Vinton, also a graduate of the *École des Mines*, was appointed Professor of Mining Engineering, and Mr. Charles F. Chandler, Professor of Chemistry in Union College, Schenectady, a graduate of the Lawrence Scientific School of Harvard University and Doctor of Philosophy of the University of Göttingen, was made Professor of Chemistry. A considerable collection of minerals, in addition to such as the College already possessed, had meanwhile been obtained through the contributions of friends, modest laboratory accommodations had been provided, several Professors of the College volunteered their services in their respective departments, and on Tuesday, November 15, 1864, the School of Mines was opened in a basement of the old College building in 49th Street.

The College did not, at this time, commit itself to the financial support of the School. It was not then contemplated that the School would become a considerable charge to the College. It was expected that a portion of the grants of land made by Congress for the encouragement of scientific institutions might possibly accrue to the benefit of the School, and that, in any event, friends of scientific education and persons interested in the material development of the country would contribute the funds for its maintenance. The venture was largely a personal one, founded upon hope and faith—hope of ample support and possible endowment from without, which was doomed to disappointment, and faith that excellence of results would induce adoption by the College, which was abundantly justified.

The immediate success of the School was beyond expectation. The special committee reported to the Trustees, December 5, 1864:

"That the School was opened on the fifteenth of November in the rooms provided by the College, and is now in operation with every prospect of success. Twenty-nine students are in attendance at the date of this report, and it is probable their number will be greatly increased if room can be found for their accommodation. The Faculty did not hope for more than fifteen during the first year.

"This fact confirms the committee in the opinion it has heretofore expressed, that the community feels the want of a School of Applied Science, and especially of a School intended to promote the development of the mineral resources of the country, and that this institution, if judiciously fostered in its infancy, will speedily attain an importance that will do honor to the College and to the City. The establishment of the School has attracted the attention and interest of our alumni, of men of science, and of holders of mining property, the value of which its success will increase. It has been noticed in foreign periodicals. It has already obtained for the College contributions of money and of

scientific material exceeding in value all donations which the College has received from any source (the Gebhard legacy excepted) for many years past."

The "contributions of money," so approvingly mentioned, were stated in the report to be \$2450 for general purposes and \$500 for the purchase of minerals. The contributions, at no time, amounted to any considerable sum. The Trustees were frequently obliged to make additional appropriations out of a scant treasury, and, though they exerted themselves, as in duty bound, in every way—by the appointment, as "associates of the Committee of the School of Mines," of gentlemen interested in the development of the mineral wealth of the country, by appeal to the public, by the offer of a contingent endowment of \$250,000, etc.—to relieve themselves of at least a part of the financial responsibility, they proved themselves, in every emergency, steadfast friends of the project.

In February 1865, the Committee on the School reported against a new corporation that had been proposed, and on the sixth of March following, the Trustees enacted a statute organizing the School of Mines, thus making it, in name and in fact, what was apparent it must sooner or later become, a co-ordinate branch of Columbia College.

The sole intent of this specific School was the thorough equipment of mining engineers and metallurgists. But the idea in the minds of the Trustees, when they gave it their sanction and encouragement, was much broader than this. In acknowledging a gift of minerals from Mr. Gouverneur Kemble, in September 1864, the Trustees directed "that he be informed that arrangements are now in progress for establishing, *as a portion of the postgraduate instruction in the College*, a School of Mines and Metallurgy." And, again, in an early official circular they say:

"The necessity that exists for more fully developing all the material resources of the country has led the Trustees of Columbia College to take measures for establishing a *School of Applied Science*. . . . As a *first* step in this direction, the Trustees are organizing a School of Mines and Metallurgy." The organization of this School was, in fact, a partial execution of the statute of 1857. It had really been designed, though not in this precise form, some years previously, as is apparent from a resolution adopted in June 1859, "that the Committee on postgraduate instruction report to this Board, at its next meeting, on the expediency of establishing a *Practical School of Science*."

The School has developed into a series of Schools of Applied Science, all under the supervision and control of a recently constituted (1896) Faculty of Applied Science.

On the seventh of March 1864, President King resigned, and his resignation was accepted to take effect at the close of the Commencement exercises, June 29th. The Trustees, in accepting his resignation, state that "The Presidential term of Dr. King has been distinguished by the removal of Columbia College to its present superior site, by much development and expansion of its educational system and by very considerable enlargement of its means and appliances for instruction, an increase in the number of students, and a consequent augmentation of its importance and influence," and express their "grateful sense of the earnestness with which he has labored to promote the best interests of the institution under his charge." In the following May, Frederick A. P. Barnard, S.T.D., LL.D., a graduate of Yale College of the Class of 1828, sometime Chancellor of the University of Mississippi, a man of varied and profound learning, of large experience and distinction in educational matters, was chosen President, the tenth of the line. At the Commencement in 1864, President King delivered his farewell

address, presented Dr. Barnard as his successor and, in the name and by authority of the Trustees, saluted him as President of Columbia College. The formal inauguration of the President occurred on the third of the following October.

Dr. Barnard's election to the Presidency came at a time opportune for him and for the College. He had thought profoundly upon the problems that demanded solution in College education, its modification as then practised, its extension and diversification, and its prolongation into fields of research—and found himself at the head of an institution eagerly groping for light on the very topics that had engrossed his attention. He was a de-

a clergyman of the Episcopal Church. At the time of his installation, the so-called conflict between religion and science was urged, denied, and warmly and the projected and Metallurgy, be put into active operation, led him to take for his inaugural discourse, *Relation of Physical Science to Revealed Religion*. The "conflict" has so completely subsided that the contemplated seem and stale—but they were fresh and pertinent then, urged and did their share in bringing about the practical settlement of the controversy.

On his accession, he found a small College, struggling to make itself larger and better. It had, after long and careful deliberation, decided the principles, and settled the outlines, of its future development; but the time-consuming details of the plan resolved upon, were, for the next twenty-five years, to engage the thought and employ the activities of Trustees and Faculties alike. Dr. Barnard soon assumed the leadership. The steps taken were sometimes fluctuating, aside or backward, but the general movement was forward. Truths that have become axioms in educational theory and practice were then but dimly seen, seen not at all, or subjects of heated dispute.

He actively supported the School of Mines and successfully urged the Trustees to become wholly responsible for it. In the new, enlarged and fruitful field of labor in which he found himself, he worked incessantly and experimented boldly. He changed his own ideas as to the relative importance of studies, the best means of expansion, as to the amount of freedom proper to students in their conduct and in their choice



FREDERICK A. P. BARNARD

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of elective courses, and in other particulars—but in all the changes he had a distinct end in view and adapted himself to the necessary means to attain it. His series of annual reports show the gradual growth of his ideas and their modifications, and constitute a valuable contribution to knowledge in educational matters.

In September 1864, Dr. John McVickar, after forty-seven years of active service, during which he was twice acting President, retired and became Emeritus Professor. He had been Professor of Moral and Intellectual Philosophy, Rhetoric, Belles-lettres and Political Economy till the removal of the College, in 1857, when he was transferred to the Chair of the Evidences of Natural and Revealed Religion. His learning was extensive and accurate, and his character was such as to inspire respect and veneration and to endear him to all who retired, many old and who had been his pupils, attended the celebration held at the honor, to pay him and affection. He

In February 1866, and Palæontology was filled, May 7th, John Strong Newgeologist and prolific whom subsequently of London conferred medal awarded for tific services in

In the fall of thon, whose name place in the history of cal literature in this fame as teacher and in Europe as well as after forty-seven ous service as Pro-

Professor Drisler was transferred to the department of Greek, as Jay Professor, and Dr. Charles Short, a graduate of Harvard University, and some time President of Kenyon College, Ohio, was made Professor of Latin.

Shortly after Dr. Anthon's death, the Trustees established in his memory two prizes in Greek, of the respective value of \$300 and \$150, to be competed for by members of the Junior Class, through examination in an entire play of Æschylus, Sophocles, or Euripides not read in the College course. In 1880 these prizes were discontinued.

In 1871, two fellowships in literature and science were instituted, open for competition, upon certain conditions, to the graduating class, each of the annual value of \$500, to be held for three years; and, at the same time, six scholarships in Classics and Mathematics were established in the Freshman and Sophomore Classes, and the like number in the Junior Class in Latin, in Logic and English Literature, in History and Rhetoric, in



GEORGE T. STRONG, TRUSTEE 1853-1875

knew him. When he distinguished alumni, pils, attended the cele- College grounds in his their tribute of respect died in 1868.

a Chair of Geology was established, and by the election of Dr. berry, the eminent scientific writer, upon the Geological Society the Murchison gold distinguished scien- Geology.

1867, Dr. Charles Anholds a distinguished the progress of classi- country and whose expositor was high in America, died years of continu- fessor.

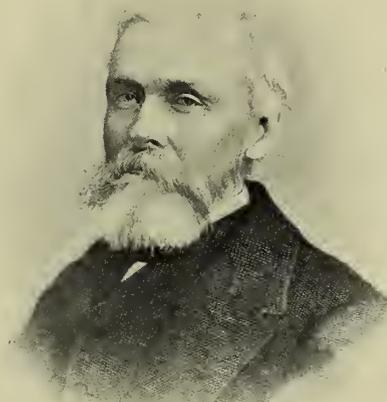
Chemistry, in Mechanics and in Physics. Subsequently this scheme was remodelled by adding in the Freshman Class a scholarship in Rhetoric, by transferring from the Junior Class to the Sophomore the scholarship in Chemistry, by adding in the Junior Class a scholarship in Greek, and by so re-arranging the whole as to make fourteen instead of twelve, each of the annual value of \$100. In 1878, it was provided that the fellowships should be conferred annually by the Trustees on the written recommendation of the Faculty.

In 1872, Dr. Francis Lieber, the great publicist, writer on Public Law and Political Science, philosophical historian and teacher, died aged seventy-two years. No successor to him was appointed. Four years later, the chair which he filled was replaced by one of History, Political Science and International Law, to which was elected Professor John W. Burgess, a graduate of Amherst College, Massachusetts, of the Class of 1867, and at the time of his selection, Professor of History and Political Science at Amherst.

In 1873, two prizes in Rhetoric and English Composition, of \$100 and \$50 respectively, were established, to be competed for by written theses at the end of the Senior year. In 1880, these prizes were discontinued.

In 1874, a new building erected at a cost of \$150,000, for the purposes of

In 1877, Professor Vinton Mines. His Professorship of was succeeded by one of En-Petit Trowbridge, Ph.D., Trowbridge was graduated States Military Academy at done varied and important Coast Survey under Professor latter years of the Civil War, in in New York of the United



EVERT A. DUYCKINCK, TRUSTEE 1874-1878

for the School of Mines was and supplied with every con-the School.

retired from the School of Civil and Mining Engineering gineering, to which William LL.D., was chosen. Mr. first in his class at the United West Point in 1848. He had service on the United States Bache, had been, during the charge of the Engineer office States Army, had been for

several years subsequently in charge, as Vice-President, of large iron works in New York, —the Novelty Iron Works, —was a member of the National Academy of Sciences, a scientific author of repute, and, at the time of his election to a chair at Columbia, was Professor of Dynamic Engineering in the Sheffield Scientific School of Yale College, Connecticut. Under his experienced, learned and wise administration, the department of engineering grew and prospered exceedingly. So large and important did it become that, at his death in 1892, four distinct and full departments — of mining, civil, mechanical and electrical engineering — were created out of it.

In 1877, Mr. John Jones Schermerhorn, an alumnus of the College of the Class of 1825, bequeathed \$5,000 to the College for the purpose of free scholarships, and on this foundation the Trustees established five free scholarships, named the "Schermerhorn Scholarships," nomination to which is vested in the nearest male relative in each generation of the late Mr. Schermerhorn.

In the same year, Mr. John Winthrop Chanler, an alumnus of the College of the Class of 1847, bequeathed \$1,000 to the College, the income of which was to be given annually to that member of the Senior Class who should be the author of the best essay in English

prose on the history of civil government in America, or some other historical subject assigned by the Faculty. This bequest became available in 1879, and the first prize under was awarded at the Commencement in 1880.

In 1879, a new building, with a frontage of two hundred feet on Madison Avenue and a depth of about sixty feet, was completed at a cost of over \$200,000, for the use of the College proper. The name "Hamilton Hall" was officially given to this building.

In October 1880, a School of Political Science was opened. Professor John McVickar had delivered, in 1818 and subsequently, courses of lectures on Political Economy, the first, perhaps, that were ever delivered in an American College. Instruction in Political Science was part of the University plan of the Trustees, and Professor Francis Lieber, by the in-



HAMILTON HALL, MADISON AVENUE AND FORTY-NINTH STREET

portance he gave it in connection with his historical and legal lectures, laid the basis for its fuller development in the College; but no scheme of systematic, extended and independent instruction in the subject was provided for till the establishment of this School, the initiation of which was due to John W. Burgess, Professor of History, Political Science and International Law since 1876. The purpose of the School was stated to be — to give a complete general view of all the subjects both of internal and of external public polity from the threefold point of view of History, Law and Philosophy. It had, for its prime aim, the development of all the branches of Political Science; and for its secondary and practical objects: first, to fit young men for all the political branches of the public service; second, to give an adequate economic and legal training to those who intend to make journalism their profession; third, to supplement, by courses in Public Law and Comparative Jurisprudence, the instruction in Private Municipal Law offered by the Law School; fourth, to educate

teachers of Political Science. In 1886, Jesse Seligman, Esq., of New York, established in the School of Political Science, for five years, four fellowships of the annual value of \$250 each, and Mr. E. R. A. Seligman, of the Class of 1879, established, also for five years, an annual prize of \$150.

Further, in 1880, provisions were made by which instruction was offered in the College to graduates of this and other Colleges in Greek, Latin, the Pure Mathematics, Astronomy theoretical and practical, methods of research in Physics, methods of research in Chemistry, Philosophy, History, Political Economy, English Literature, the Anglo-Saxon Language and Literature, French Literature, Spanish Literature, Italian Literature, German Literature, the



BARNARD COLLEGE, FROM THE NORTHWEST

Sanskrit Language and Literature, and the Icelandic Language and Literature. And also, as soon as satisfactory arrangements could be made for the purpose, in the Hebrew Language and Literature, Natural Theology and the Evidences of Christianity, Comparative Philology, Natural History in its several branches, and the principles of the Common Law. The lecture courses of the School of Mines in certain subjects were likewise opened to graduate students, embracing General Theoretic and Applied Chemistry, Botany, Zoölogy, Geology, Palæontology, Mineralogy and Crystallography.

The Trustees further provided that two hours a week during the Freshman and Sophomore years should be thereafter devoted to French, German, Italian, Spanish, Danish or Swedish, at the option of the student; that in the Junior year all the regular exercises in History, the English Language and Literature, and Anglo-Saxon, and in the Senior year

the same with the exception of History, should be obligatory upon all the students; and all the other studies, to which were added German, French, Spanish, Italian, Danish, Swedish and Icelandic, should be elective; and finally, that students should receive, on the satisfactory completion of their course, "the degree of Bachelor of Letters, Bachelor of Science, or Bachelor of Arts, according to the character of the studies chiefly pursued by them." In 1885, this plan was modified by restricting the choice as to modern languages, in the Freshman and Sophomore years, to German and French, with the proviso that the one chosen should be pursued until the end of the Junior year; by making obligatory, during Junior year, ten hours a week in Greek, Latin, English, History and Political Economy, Logic and Psychology, other studies being elective; and by making all the studies of the



BARNARD COLLEGE, FROM THE SOUTHEAST

Senior year elective. In 1887, the choice as to modern languages, in Freshman and Sophomore years, was again enlarged so as to include German, French, Italian and Spanish.

In 1881, a department of Architecture was added to the School of Mines and was placed in charge of the distinguished architect, William R. Ware, B.S., a graduate of Harvard University, under whom it has become celebrated.

In June 1883, the Trustees provided that a course of collegiate study, equivalent to the course given to young men in the College, should be offered to such women as might desire to avail themselves of it, to be pursued under the general direction of the Faculty of the College; admission to such course to be by a strict preliminary examination; each student admitted to be entirely free as to where and how she should pursue her studies, to be examined in writing at stated times by officers of the College or their representatives, and to be entitled, at the end of her fourth year, or on the completion of

any of the prescribed courses, to receive a certificate stating the subjects that she had pursued, and with what success. In February 1887, the plan was modified by authorizing the conferring of the degree of Bachelor of Arts upon students who should satisfactorily complete a full course, equivalent to that for which the degree is bestowed upon young men, and by giving permission to women graduates of this College, and of other Colleges in good repute, to study for higher degrees under the direction of the Faculty.

No new students were received in the collegiate course for women after 1889, because of the establishment of a separate College for women, named "Barnard College," in honor of President Barnard, in which Professors and instructors of Columbia College, permission being



VESTIBULE, BARNARD COLLEGE

first granted in each case by the Trustees, might give instruction. The connection still holds. All examinations held there, for admission, advancement and graduation are conducted by Columbia. Barnard is a distinct corporation providing its own funds and responsible to its own students; but in its interest and to promote the higher education of women, Columbia undertakes the responsibility for its educational efficiency and grants degrees to students who have met all the requirements.

In 1883 was completed, at a cost of over \$400,000, a fire-proof building for the Library, for the accommodation of the School of Law, and for an Astronomical Observatory.

On the completion of the Library Hall, the several libraries of the College were consolidated into one collection. In 1881, Stephen Whitney Phoenix, of the Class of 1859, bequeathed to the College his private library, a choice collection of about seven thousand

volumes, in fine condition, embracing many very valuable and some very rare works. In 1885, J. F. Loubat, Esq., of New York, presented to the Library books and plates which cost over \$20,000; and in 1886, A. A. Low, Esq., of Brooklyn, New York, presented \$5000 for the purchase of books.

Early in 1884, Lewis M. Rutherford, Esq., of New York, presented to the College an equatorial refracting telescope of thirteen-inches aperture, supplied with a correcting lens for



LIBRARY AND LAW SCHOOL, MADISON AVENUE AND FORTY-NINTH STREET

photographic work, to which belong two micrometers for position measurements; a transit instrument of three-inches aperture by Stackpole & Brother; a Dent sidereal clock; a micrometer for measuring photographic plates; and sundry other pieces of apparatus—the whole increasing the value of the instruments in the Observatory by about \$20,000.

In June 1885, Professor John Tyndall, of London, presented to the College \$10,800, to be used as a fund for the encouragement of scientific research. With this fund the Trustees established the John Tyndall Fellowship for the encouragement of research in Physics.

In the spring of 1889, the Trustees established, in the Department of Architecture, a

fellowship of the value of \$1300 payable every two years, "to bear such name as may be agreeable to Mr. F. Augustus Schermerhorn," a graduate of the School of Mines, Class of 1868, a warm friend of, and generous contributor to, the department. The name subsequently given was "The Columbia Fellowship in Architecture." In the fall of the same year, Mr. Charles F. McKim, of New York, presented \$20,000 for the maintenance of a travelling scholarship or fellowship for graduates in the Department of Architecture. With this fund the Trustees founded "The McKim Fellowships in Architecture," two fellowships of \$1000 each, both to be awarded every alternate year.

In the year preceding Dr. Barnard's assumption of office, Columbia College consisted of the College, a Law School, and an inchoate School of Mines, employing in these departments a President and fourteen Professors (among them Drisler, Lieber, Rood and Dwight, all several departments) attendance in students in the College and one hundred and sixty-nine in the Law School.

In the College, the course was obligatory throughout, was a voluntary study, and the Library was small (14,941 volumes, exclusive of pamphlets), but choice, especially in classical literature, and was confined in its use to College officers, members of the such Freshmen as might be designated by the President, and every of books from one day to three days in the week during term time, holidays excepted. There were, in German, two prizes for excellence—two in the



OGDEN HOFFMAN, TRUSTEE 1833-1856

dollars and twenty dollars, respectively, and two of like amount in the Sophomore Class. There were, also, two "annual seminary prizes," one in Greek of thirty dollars, and one in English of twenty dollars, to be competed for by members of the graduating class who were candidates for the Episcopal Ministry; and the Alumni Association prize of fifty dollars "to the most faithful and deserving student of the graduating class."

In the Law School (which was conducted in rented apartments in Lafayette Place), the Professors were aided in their instruction by five lecturers, gentlemen of distinction at the New York Bar, who delivered courses upon special topics. There were four annual prizes, three in the department of Municipal Law, of \$250, \$150 and \$100, respectively, and one in Political Science, of \$100. The Library of the Law School contained about 3400 volumes.

fourteen Professors (among them Drisler, Lieber, Rood and Dwight, all several departments) attendance in students in the College and one hundred and sixty-nine in the Law School.

the course was obligatory throughout, was a voluntary study, and the Library was small (14,941 volumes, exclusive of pamphlets), but choice, especially in classical literature, and was confined in its use to College officers, members of the such Freshmen as might be designated by the President, and every of books from one day to three days in the week during term time, holidays excepted. There were, in German, two prizes for excellence—two in the

There was also nominally associated with the College a School of Medicine (the College of Physicians and Surgeons) having a President, sixteen Professors and assistants, and a medical class of two hundred and eighty-eight.

The property of the College was estimated at	\$1,757,581.80
The income was	66,116.48
The expenditures were :	
for educational purposes	\$57,437.77
for all other purposes	18,901.98
	76,339.75
The debt amounted to	28,240.00

Twenty-five years later, at the close of Dr. Barnard's Presidency, Columbia College consisted of the College (then called the "School of Arts," a designation now happily discarded as no longer needed for distinction), a Law School, a School of Mines and a School of Political Science, employing, in these departments, a President, thirty-two Professors and sixty instructors and other assistants, and having a total attendance in students of one thousand and ten, distributed as follows:

In the College: "Graduate" students, twenty-eight; undergraduates, two hundred and thirty-five; students in the "collegiate course for women," twenty-five; total, two hundred and eighty-eight.

In the School of Mines: "Graduate" students, seven; in the several courses, two hundred and twenty-five; total, two hundred and thirty-two.

In the School of Law, four hundred and seventy-seven.

In the School of Political Science (sixty-nine in all, but exclusively in that school) thirteen.

The College curriculum had been enlarged and liberalized. The course in the Freshman and Sophomore years was obligatory, except that members of these classes were required to choose German or French and continue the study of the language chosen till the end of the Junior year. Members of the Junior Class were required to take ten of the fifteen hours a week allowed as a minimum, in prescribed studies noted above, the remaining hours being open to elective studies. All the studies of the Senior year were elective, subject to the provision that at least fifteen hours a week must be taken.

The electives offered covered a wide range, in the Greek and Latin Languages and Literatures, English Language and Literature, French, Italian, Spanish, German and Icelandic; in Mathematics, Astronomy, Mechanics, Physics, Chemistry, Geology and Palæontology; in Philosophy, Ethics and Psychology, History, Political Science and International Law, Political Economy and Social Science.

The School of Mines had become a misnomer, as under that title were included, in addition to the School of Mines and Metallurgy, Schools of Civil and Sanitary Engineering, of Applied Chemistry, of Geology, and of Architecture, each with an appropriate degree.

In both the College and the School of Mines, there were "Graduate Departments," i. e., courses for graduates of Columbia and other Colleges and of the School of Mines, who were candidates for the higher degrees, A.M. or Ph.D. The degree of A.M. was no longer given in course, and of course, three years after graduation, but required satisfactory study and examination in certain defined and specified groups of subjects.

In the Graduate Department of the College were higher courses in Greek, Latin and English Languages and Literatures, the Modern Languages and Literatures, Philology, Philosophy, History and Political Economy, Mathematics, Mechanics, Physics, Astronomy, Chemistry, Geology and Mineralogy.

In the Graduate Department of the School of Mines, the requirements for the degree of Ph.D. were the satisfactory completion of higher courses in two or more of the sciences taught in that School, and the presentation of an acceptable thesis embodying the results of special study, research or observation upon a subject previously approved by the Faculty.

The School of Political Science was largely a "Graduate" School, open to graduates of Colleges, candidates for the degrees of Master of Arts and Doctor of Philosophy, and to any other qualified persons not candidates for a degree, and conducting extended courses in Constitutional History, Constitutional and Administrative Law, Political Economy and Social Science, History of European Law and Comparative Jurisprudence, Diplomacy and International Law, Political Philosophy, Bibliography of History and Political Science.

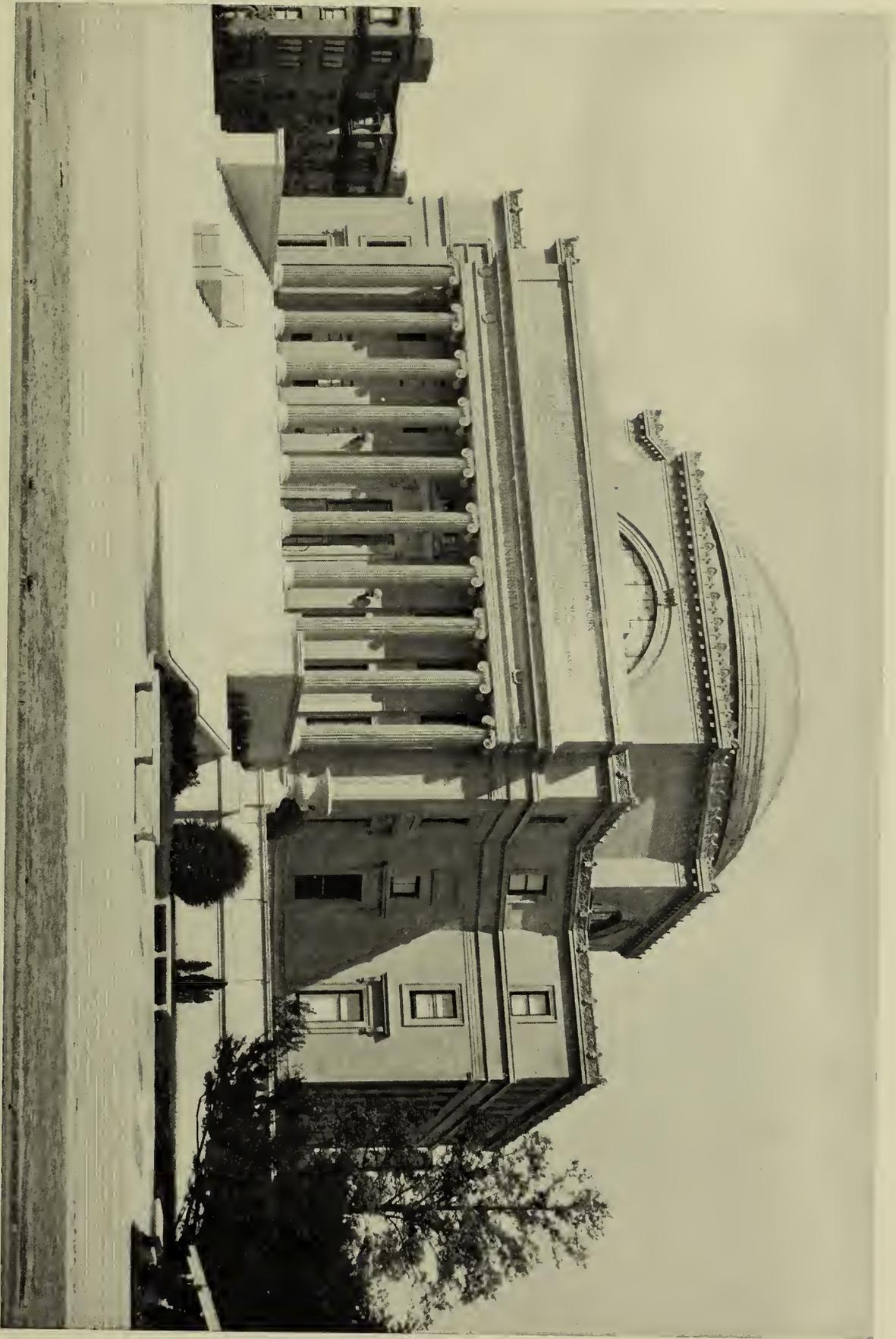
There were large, varied and important collections illustrating the several scientific courses given in the College and School of Mines, all well-arranged and accessible to students. There was, also, an Astronomical Observatory, well equipped for purposes of instruction.

The general and technical libraries that had been accumulated in connection with the College and the several Schools had been united and all housed in a fine building constructed for the purpose on the College block. In the lower rooms of the Library building, the Law School was well and conveniently accommodated. The Library contained 99,433 volumes and 20,000 pamphlets; more than five hundred different serials, including the leading periodicals, transactions of societies, etc., were regularly received: it was open to all officers, students and graduates for borrowing and reference, daily, including all holidays and vacations, except Sundays, Good Friday, Fourth of July, Thanksgiving Day and Christmas.

There were in the College the following prizes: Alumni Association prize of fifty dollars and two "annual seminary prizes" as before noted; and the Chanler historical prize. There were fourteen scholarships of the annual value of one hundred dollars each: four offered for competition to members of the Freshman Class, and five each to members of the Sophomore and Junior Classes respectively: also two fellowships conferred annually by the Trustees on the written recommendation of the Faculty upon such graduates as propose to enter upon a course of study for higher attainments, in letters or science, and who were adjudged by the Faculty to be capable of attaining, and likely to attain, distinction in such course of study. In the School of Mines there was the John Tyndall fellowship for the encouragement of research in Physics, of the annual value of \$648.

In the Law School, there were the prizes in the Department of Municipal Law before referred to, and a prize of \$150 in the Department of Constitutional Law: also three prize Tutorships of \$500 each, annually, to continue for three years, conferred by the Faculty upon members of the graduating class who excelled in general proficiency and attention to the study of the course.

In the School of Political Science there were four prize fellowships, of the annual value of \$250 each, awarded by the Faculty to students of the third year, candidates for the degree of Doctor of Philosophy; and one annual prize of \$150 for the best essay on some subject in Political Economy, open for competition to all the members of the School.



UNIVERSITY LIBRARY, MORNINGSIDE HEIGHTS

two medals to be struck, and President Low personally delivered them, in London, to the distinguished gentlemen.

This imperfect notice of President Barnard, and the growth of the Institution under him, may fitly close with the following extract from the minutes of a memorial meeting of the Columbia College Alumni held at the College in June, 1889:

“In 1864, at the date of Dr. Barnard’s accession to the Presidency, the College was at a critical period of its history. It was ready for development and had begun to develop. The Law School had been established a few years previously and was in successful operation. The School of Mines was in process of organization. The Trustees had for several years been considering the expansion of the undergraduate course, and in connection therewith a system of University education. At this crucial period, the College happily obtained, as its chief counsellor and guide, Dr. Barnard, — a profound student of education, in sympathy with all forms of higher development, literary as well as scientific; of quick perception; peculiarly open to new ideas and prolific of them; of learning deep, exact and extensive in many fields; a classical and an English scholar, a fine mathematician, physicist, chemist, and adding to his severer accomplishments that of being a poet and a musician of no mean quality; a prolific, elegant and persuasive writer; a logical and convincing speaker; of sanguine, enthusiastic temperament, bold and persistent in the advocacy of his opinions and impervious to discouragement. He quickened into organic life the School of Mines; he gave vitalizing force to the extension and liberalization of the undergraduate course, to the founding of fellowships for the encouragement and assistance in their higher studies of earnest and able young men, to the extension of the Library and the liberalization of its management, to the project of a course for the higher study of political and historical subjects, and to the scheme for a broad and liberal system of postgraduate or University instruction, which the College had long but vainly desired. In brief, he gave Columbia College a new life and a new significance, and by his commanding position in many learned societies, by the force and elegance of his published writings, scientific, literary, legal, political, educational, and by his wide acquaintance with the foremost men of his time, he attracted attention to the College and did much to interest the community at large in it.

“‘Age could not wither nor custom stale
His infinite variety.’

“He possessed, with such men as Gladstone and Bismarck (it is a very rare quality), the fervor in age that he had in youth, and was as ready as he was before he had secured position and fame, to take up a new idea, a new project, and pursue it with as much vigor as if a long life were still before him, and all his reputation yet to make. It was this quality that made him a great President to the very last. With almost his latest breath, unable to write, and speaking with difficulty, he dictated letters of counsel upon what was ever nearest his great heart — Columbia College and her future.

“The departure of such a man is a loss beyond adequate expression. But he is not wholly lost. During his long period of service, longer and more distinguished than that of any of his predecessors, he so impressed himself upon the College in many vital particulars, that though dead he shall yet speak for all time to come.”

CHAPTER VIII

PRESIDENT LOW — TRANSFORMATION INTO A UNIVERSITY

ON the seventh of October, 1889, the Hon. Seth Low, of the Class of 1870, was chosen President to succeed Dr. Barnard. His installation took place at the Metropolitan Opera House on Monday morning, February 3, 1890, at half-past ten o'clock. "The proceedings in the Metropolitan Opera House," says a contemporary account, "which offers a fitting and stately scene for so dignified and impressive a ceremonial, were worthy of the great occasion. The vast and sympathetic audience and the distinguished assembly of guests, which was probably as notable a gathering of men most eminent in institutions of learning as has been seen in the country, except perhaps at the two hundred and fiftieth anniversary of the foundation of Harvard, listened with unflagging sympathy to a series of admirable addresses, in which not only the highest proprieties of the occasion were observed, but in the more important of which the tone was significant and unmistakable."

The Chairman of the Trustees, the Hon. Hamilton Fish, LL.D., of the Class of 1827, having been, at his own request, excused, by reason of uncertain health, from making the address of installation, the Reverend Morgan Dix, S.T.D., D.C.L., of the Class of 1848, was appointed to make the address on behalf of the Trustees. His remarks were, in part, as follows:

"It is an instinct with men, on such occasions as this, to cast a retrospective glance at the past. You, sir, are the eleventh in the list of the Presidents of Columbia College. To recount the names of all your distinguished predecessors is unnecessary, but I crave permission to allude to the two next before you in order. On the evening of Monday, November 7, 1849, in the College Chapel, on our old site between Park Place and Church Street, Mr. Charles King was formally installed. The official acts were performed on that occasion by General Laight, Chairman of the Board; the address of welcome was delivered by that reverend and accomplished gentleman, Professor John McVickar. It is worthy of note that the accession of Mr. King was hailed on the score of his practical familiarity with public affairs, in the belief that his administration would open a new sphere of popular influence, and strengthen the bonds of sympathy between our College and this great commercial metropolis. It may also be observed that in the addresses delivered on the occasion, there is an echo faint, yet distinct, of the din of arms. On the right of the President-elect, at the inauguration ceremonies, sat one of the most illustrious soldiers of his day, then decorated with laurels freshly gathered from the field of a successful foreign war; for the treaty of peace with Mexico had been made February 2, 1848. The era was one of transition in our College history; preparations were already on foot for a change of site, and an expansion of our educational system. Fifteen years passed by, and then, on Monday, October 3, 1864, on the present site of the College, and in the Chapel, the inauguration of that illustrious man took place whom it is first of your distinctions to succeed." . . .

The formal act of installation was then performed by Mr. Fish.

Mr. Low, in his reply to the Trustees, spoke of the great development of the College in the twenty years since his graduation and, in that connection, of the conspicuous services of his immediate predecessor.

Then followed an address on behalf of all the Faculties by Professor Henry Drisler, LL.D., of the Class of 1839, senior Professor and acting President; an address on behalf of all the

alumni by Frederic R. Coudert, LL.D., of the Class of 1850, President of the College Alumni Association; and an address on behalf of all the students by a representative committee.

In his reply to these several addresses Mr. Low declined to outline a policy. He said:

"You will not expect me to-day to outline a policy. Were I to have a policy, under existing conditions, it would seem an evidence of unfitness for my post. Two points appear to me essential to the securing of the best results. We must conceive of the College as a single institution. In my view its various Schools are as much integral parts of the College as the undergraduate department itself. This is fundamental, because, unless we have this view, it is



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impossible to make the different parts work together to the best advantage toward common ends. This suggestion is entirely consistent, in my mind, with a belief that the School of Arts, the historic side of the College, is the foundation of the whole. I believe in doing better than ever, if we can, the work that the College has been doing from the beginning. But I see no reason why this work should not be so done as to co-operate with the different Schools in the work which they propose to do. Whatever can be made to grow out of the old root I should expect to be strong and sound. But I do not believe in destroying the old foundation in order to rest a new structure upon an uncertain base. While I say this I am in entire sympathy with the desire to see the College continue its development into a complete University adapted to the largest possible service to American needs."

The President then delivered his inaugural address. In it, he sketched briefly the history of the College from "its beginnings in a New York numbering about thirteen thousand souls, of whom more than two thousand were held as slaves," showed that "the City and the College



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have grown together, until the College to-day, with its various Schools, is among the foremost in the land" and that "the distinguished services of Columbia's sons have covered the whole period of the College life." He pointed out what the City means to the College: "No more

spirit-stirring call ever sounded in the ears of a generation of young men than comes to the youth of New York and America in connection with the problems of this mighty city. Splendid beyond imagination in what it may be made to be, it grieves our pride and shocks our love so frequently in what it is. Columbia may bring to you all the learning of the ages, she may surround you with all the opportunities and privileges which the times will supply, but she will fail of her truest and best work if she does not send you forth into the community earnest and patriotic men. I do not ask you to be old before your time; but I do ask you to acquire, in your



STATUES IN GALLERY, LIBRARY READING-ROOM

student days, a sense of the seriousness of life and an enthusiasm for noble living, which shall never desert you. All this, I think, the City means to the College."

And indicated what the College means to the City: "The value of the College to New York is not to be measured by the services of her conspicuous sons. Her chief and permanent value to the City lies in the constant witness she bears to the usefulness and the nobility of the intellectual life and in the work she is always doing to develop and uplift that life. Columbia College, College and University both, as she really is, holds aloft this ideal in the great city where finance and commerce show alike their good and their bad sides. Her influence makes always to strengthen the things which are good. In her financial management she illustrates a

business trust faithfully administered without a breach for one hundred and thirty years. On her educational side she displays the splendid usefulness of money which is received, not to be hoarded, but to be well spent."



VAULTED ROOF AND MOON, LIBRARY READING-ROOM

He concluded an eloquent address as follows:

"Some tendency there is on every side of her to put a money value upon every thing. Where wealth is seen to be so powerful, it cannot but be that many shall think that it is all

powerful. Against this mistaken tendency the College is now a silent and now an outspoken witness. Learning, in her view, resulting in knowledge on the one hand, and involving truthfulness upon the other, is a greater benefactress of mankind. Wealth is powerful, certainly. Beneficently used it may be made to bless the centuries. Columbia seeks its aid for her own work. But the work of the College would be valueless to-morrow, if even the wealth of New York could bribe her instructors to teach as true what they know to be false. Truthfulness is the one essential, fundamental quality of a teacher. Without it he may not be a teacher. Yet it is not the only quality. The teacher, like the scholar, must himself be teachable. An ever-widening horizon for human knowledge, an absolute truthfulness in the expression of the light



PRESIDENT'S ROOM, LIBRARY BUILDING

within, these are the distinguishing marks of a great University; these are the aspirations in whose strength Columbia girds herself afresh for the work that it is hers to do."

On the evening of the same day, a dinner was given by the alumni in honor of the new President. A contemporary account relates:

"On Monday evening, February 3, 1890, was held the largest and most successful dinner ever given by the alumni of Columbia College. It was in all respects worthy of the Inauguration ceremonies of the morning at the Metropolitan Opera House.

"The large dining-hall of the Hotel Brunswick was everywhere resplendent with the colors of Columbia. Broad stripes of blue and white material covered the walls in graceful folds, and garlands of blue and white formed a frieze, beneath which hung banners and flags, trophies of Saratoga and Henley, the Harlem and the Thames, encircling the rooms. Banks of ferns and growing plants placed in front of the mirrors were surmounted by crossed flags and palm branches. Blue and white cloths covered the tables, and in front of each guest was a little

volume, beautifully bound, containing the programme of the day, the list of speakers, and the menu. In addition to the large number in the main hall nearly one hundred of the younger alumni occupied the large corner room as an annex."

Mr. Frederic R. Coudert presided. He introduced Mr. Low in a very happy speech. In the course of his remarks, he said that the benefactions of the College "must be felt from one end of the continent to the other; I see no boundary which she shall have to fear in her attempts to enlarge the mind and soul of our people. The age is hungry for progress; the victories of yesterday are forgotten in the flush of to-morrow's dawn; it is a necessity that each victory



TRUSTEES' ROOM, LIBRARY BUILDING

should be a stepping stone to something better and newer and greater. I am convinced that Columbia, established as she is, with so many problems solved, — forever, let us hope, — starting with renewed and freshened vigor on her intellectual path of distinction and greatness, cannot only equal but lead all the other institutions in the country. And first she can leaven and save this metropolis. This is not the home of cold and calculating commerce alone; it is the temple where every divinity worthy of adoration may be worshipped, and where every enthusiast may find wherewith to feed his enthusiasm."

The President in his response spoke chiefly of the financial position of the College:

"The first point to which I ask your attention is the fact that the Trustees of the College have managed their estate in such a way as to hold on to most of it for the benefit of the

College through all the vicissitudes of this long period. In this respect they have at least been more fortunate than many others similarly situated. The consequence is that the College faces the future to-day with its estate practically unimpaired and entirely unencumbered, and because this is the case the College is able to command at the moment still further enlargement of its work. The method by which this result has been obtained accounts for one feature of the College experience not understood by all. From the beginning the College has leased its land on ground leases having many years to run. As a consequence the College income has grown by



ENGINEERING BUILDING

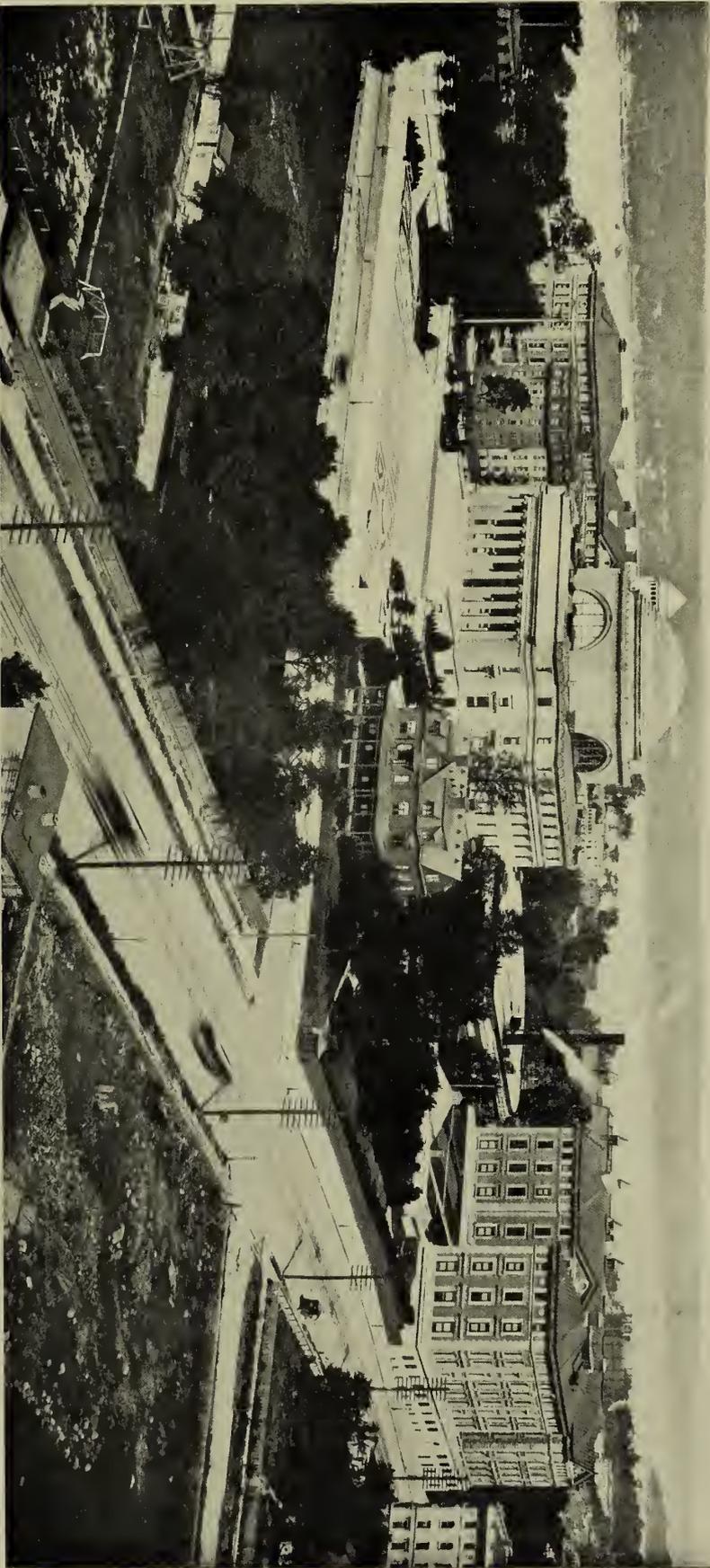
great leaps at long intervals. But the charges upon the College springing from assessments for the cutting through of streets, the laying of sewers, and the general transformation of country property into city property have pressed upon the College in times past with a growing burden year by year. Not to go into the distant past, the result of this situation was, what I stated in one of my addresses this morning, that prior to 1867 there had not been a year, with a single exception, for many years when Columbia had not spent more than its income. It was, in fact, compelled to part with one block of its Fifth Avenue front in order to preserve the rest. Ever since I have been in the Board, until substantially the present time, the College has been obliged to sail close-hauled. It had expanded its educational work so fully up to the measure of its ability, that further growth was out of the question until the upper estate, which was leased during the

war, should be producing an income based upon modern values. In order to keep the architectural department, for example, up to the creditable standard which it has displayed, one of our Trustees, during a series of years, supplied it with \$13,000 out of his own pocket. A year



MEMORIAL TABLET ON ENGINEERING BUILDING

or two ago a settlement was happily made with the tenants on the upper estate, and the College is now receiving an income based upon the present value of the property. The consequence is that our income to-day is about \$100,000 greater than our present basis of expense. Naturally



COLUMBIA UNIVERSITY, 1898

it will stay so only until we can determine how most wisely to use it. . . . See what the last increase of income such as I have described did for the College. All the new buildings upon the College block have been built out of it and paid for. The College itself has been converted from a small College into the great institution which you see to-day. Already we have begun the work of enlargement with our new means. The course in electrical engineering with its new building and equipment, the third year in the Law School with its demand for new and enlarged instruction, are the first fruits of this added power."

Dr. William Pepper, Provost of the University of Pennsylvania, in his response to the toast, "The Ideal University," paid a tribute to the late Dr. Barnard:



MAPES MEMORIAL GATE

"I would gladly speak of the courageous work done by the men who, as Trustees or Professors, have advanced the fame and prosperity of Columbia to the proud position she occupies to-night. To but one can I venture to allude, and I know you will anticipate the allusion, for to omit mention of the illustrious Barnard would be to fail in loyal duty to one whose long life of unselfish devotion and wise zeal in the cause of education—in the broadest and highest and freest sense of the term—was for years an inspiration and an example to the nation. Not only in Columbia College—even when it is Columbia University, as it soon must be—will his memory be cherished, but in all places where lofty ideals of University work are upheld."

The Hon. George William Curtis, the newly chosen Chancellor of the University of the State of New York, the practised orator and elegant man of letters, spoke of Columbia College and the intellectual life of New York. In the course of his finished address he remarked, "That the most insidious tendency, the most seductive, to which the modern College is now exposed,

is the danger—if you will allow the word—of degrading all its enormous resources to subserviency to the material spirit. For a College has two hands: with one she leads the pupil to measure heights and depths, to analyze the subtle forces and explore the secrets of nature, to unlock all the treasures of the earth for human service; with the other she lifts him to commerce with the skies. With one hand she gives him knowledge; with the other, truth. With one hand she unfolds to his eye and mind the exquisite structure of the flower; with the other she touches his soul with its transcendent beauty. The hand that teaches and opens and measures and unlocks, is the use of the College; the hand that lifts, is the glory of the College. Montaigne said nobly: ‘It is well to teach a young man to decline virtue; it is better to teach him to love virtue.’ Undoubtedly a College is to impart information, to diffuse knowledge. That is the function of Columbia College here to-day in this city; but it has also that other and greater function, to stimulate the intellectual and moral forces of this community. Here stands the College at the very heart of our amazing and incredible industrial prosperity. Here it stands, where all material activities were never so active, never so splendid, never so seductive. And Columbia, if I heard aright the undertone of the voice that we heard this morning, Columbia is the voice serene, enduring, steadfast, that says to the material spirit of New York, gorgeously robed in the success that dazzles the world: ‘It is thy spirit, my city; but greater is he that ruleth his spirit than he that taketh a city.’”

Charles Stewart Smith, Esq., President of the Chamber of Commerce, spoke of “Columbia and Mercantile New York.”

“There has always been,” he said, “an intimate connection between commerce and institutions of sound learning. They stand in the relation of mother and daughter; for commerce was one of the earliest occupations of our race, commencing almost as early as any thing human. It is older than any patent of nobility, older than written history. The late President Hitchcock asserted that ‘Commerce has from remote antiquity always led the historic march of civilization.’ The earliest merchant was of necessity a traveller. He first appreciated the necessity of knowledge and acquired his education in the world’s university, and down through the ages he has been a founder and patron of the School, College, Library and University.”

The Right Reverend Dr. Henry C. Potter, Bishop of New York, responded to “The Columbia of the Future” and closed an admirable address with a strongly expressed belief “in Columbia’s grander future! Her honorable past predicts it! The brilliant administration of the great teacher and leader whose place we fill to-day, and the memory of whose rare learning, splendid industry, and ever-fresh enthusiasm is a crown of glory to the College,—these are at once the pledges and prophecies of victories yet to flower out of battles which *he* nobly fought, and taught *us* how to win! And the robust manhood, the serene courage, the thoughtful candor, the wide sympathies, the resolute integrity, and the consecrated purpose of him whom we inaugurate to-day,—these are the pledges of an ascending pathway up which, to grander and nobler triumphs yet to come, shall advance the Columbia of the future!”

In a brief and felicitous address, the President of Harvard University closed the formal part of the evening.

In an account of the occasion given in “Harper’s Weekly” of February 15, Mr. George William Curtis wrote:

“President Eliot, of Harvard, in a frank and friendly speech, which fitly ended the proceedings of a memorable College day with the counsel and benediction of our oldest College, mentioned some facts in regard to Harvard similar to those respecting Columbia mentioned by

President Low. Upon this subject the moral of the Harvard President's speech was that Columbia required a more liberal support from New York than it had received, and that with such support it would become an institution in extent and variety, no less than in quality, worthy of the chief city of the country. His concluding remarks upon the true range and scope of such an institution were in a lofty strain, which was as delightful as it was natural because it was the true voice of Harvard. It was the close of a day of renewed hope and faith and energy, which had recalled Jay and Hamilton, Livingston and Morris, Clinton and Verplanck, to illustrate the early leadership of Columbia, and to stimulate the just pride of a great city in its oldest school. The chief Colleges which were not too distant had come to congratulate their comrade. A host of proud alumni were gathered to cheer the happy



LAW SCHOOL WING OF LIBRARY BUILDING

event. 'It is a great day for Columbia,' said Mr. Coudert, the President of the Alumni, as with quaint humor and felicitous eloquence he presided at the dinner; 'but it is a greater day for New York.'

President Low immediately addressed himself, with energy and skill, to the task before him. All about him were lying the component parts of a University, but it needed a master's hand to fit them together into a harmonious whole and endow that whole with a single spirit. He accomplished much by the close of the academic half year in which he was inaugurated. When he took charge "the attitude of the institution towards the student," to quote from the President's first annual report, "was one of multiplied opportunities, but opportunities held more or less out of relation to each other:" the several parts or schools composing the institution were separately vigorous, but lacked co-ordination and mutual helpfulness, each being administered by its own Faculty with too little reference to the others: the Faculties were

severally devoted to the aggrandizement of their especial charges rather than to the advancement of the institution in its entirety: advanced or "graduate" courses were warmly encouraged and were being actively developed in most or all the departments, though in a somewhat irregular and desultory way, being dependent upon heads of departments rather than upon Faculties or a central governing body. The first requisites seemed to be — to place the "graduate" courses in charge of properly organized Faculties and to devise a central body to unify the institution and govern it in all its activities as one whole, instead of as so many parts. The constitution of a Faculty of Philosophy was in contemplation. An Academic Senate or Council had also been suggested; but how such a body should be constituted or what should



OFFICE OF DEAN OF LAW SCHOOL

be its functions had not been determined. In May 1890, the Trustees ordained that "all graduate work shall hereafter be called University work, and in all matters affecting such work, the Faculties having it in charge shall vote by departments." A Faculty of Philosophy was created to take charge of and develop University courses in Philosophy, Philology and Letters — the College Faculty (or Faculty of the "School of Arts" as it was then called) and its several members being relieved, as such, of the management of such courses. All University courses in Mathematics and the Natural and Applied Sciences were placed in charge of the Faculty of the School of Mines. A University Council was established, to be formed of the Dean and one elected member from each of the Faculties of Philosophy, Political Science, Mines and Law, two delegates from the "School of Arts," the Dean and the Secretary, *ex officio*, and two to be selected by the President, after the elections by the several Faculties, "with especial reference to securing a rounded representation of subjects." The Council was made an advisory body.

It was, in particular, to "advise the President as to all matters affecting the Master's and the Doctor's degree, the correlation of courses, the extension of university work in new and old fields, and generally as to such matters as the President may bring before it." Each School was to be kept exclusively in charge of its own Faculty: The Faculties in charge of university courses were to formulate the courses proposed to be offered: the Council was authorized to make suggestions as to combination of courses and the like, which should take effect only upon the approval of all the Faculties concerned: and either the Council or any Faculty could submit questions for consideration to the other. Privilege was given to any matriculated student, except undergraduate students in the College ("School of Arts") and the School of Mines, "to attend any combination of courses permitted by the President, by and with the advice of the University Council." Thereafter, a student was to matriculate simply as a student of Columbia, paying but one matriculation fee, and, under the necessary regulations, to become entitled thereby to all the facilities offered by the institution in any of its parts—and not, as before, to matriculate in each School in which he took any course or courses, paying a separate matriculation fee in each.

An immediate and important result of the re-organization so far effected was the permission given to members of the Senior Class in the College proper, or "School of Arts," to take as elective courses counting towards their degree of A.B., courses under any Faculty designated by such Faculty as open to them. This privilege, while not affecting injuriously the Bachelor's Degree, could be used to shorten by one year the time required for the College and a professional course combined.

"Thus at one stroke," as the President remarked in his first annual report, "Columbia ceased to be divided into fragments, and took upon herself the aspect of a University, wherein each department was related to every other, and every one strengthened all."

The nominal connection between Columbia and the College of Physicians and Surgeons, which had existed for thirty-one years, ceased in 1891: the latter then surrendered its separate Charter and became an integral part of the University system of the former. The union was authorized by an Act of the Legislature, which became a law March 24, 1891. The Medical School retained its original name and its President became the Dean of its Faculty. It reserved the right of nomination to Medical Professorships and its right to refuse, in its discretion, the admission of women to its courses; but without other limitations was placed under the control of the Trustees of Columbia College. It contributed to the College estate, in land, buildings and other property, a sum amounting, in round numbers, to \$1,652,850, and shared in return the endowments and privileges of Columbia.

Professor Dwight retired from the Law School July 1, 1891. The Trustees created him an Emeritus Professor and directed that "in recognition of Dr. Dwight's pre-eminent services as Warden of the Law School since 1858," he be requested to sit for his portrait. In the following year (June 29, 1892), Professor Dwight died, and the Trustees resolved, October 3, 1892, "That in memory of Theodore W. Dwight, the founder of the School of Law of Columbia College, Professor therein from 1858 to 1891, and Emeritus Professor thereafter until his death, one of the four Professorships in Law be now and hereafter known as the Dwight Professorship of Law, the occupant thereof to be known as the Dwight Professor of Law." They also ordained that, "in memory of James Kent, the first Professor of Law in Columbia College," another of the four Professorships should be styled the Kent Professorship of Law.



COLLEGE OF PHYSICIANS AND SURGEONS, FIFTY-NINTH STREET

Professors George Chase, who had been a Professor in the Law School since 1874, and Robert D. Petty, resigned and retired at the same time with Professor Dwight. The Law School was then re-organized, the course changed in important particulars, three new Professors chosen—Messrs. George M. Cumming, Francis M. Burdick and George W. Kirchwey—who, with Professor William A. Keener, appointed in 1890, constituted the new Faculty of Law.

In May 1891, the College received the bequest of \$100,000, left by Charles M. Da Costa, a Trustee of the College and an alumnus of the Class of 1855, who had died the preced-



SOUTH WING OF DISSECTING-ROOM, COLLEGE OF PHYSICIANS AND SURGEONS

ing summer. His legacy was left to the discretion of the Trustees for the establishment of a Professorship. It was used for the establishment of a new department, that of Biology. The sum of \$20,000 was set aside for the erection of a Biological Laboratory to be known as the Da Costa Laboratory of Biology and with the remainder was endowed a Chair of Biology, the occupant of which was to be styled the Da Costa Professor of Biology (later, "Biology" was changed to "Zoölogy"). The new Professorship was filled by the election of Henry Fairfield Osborn, Sc.D., of the College of New Jersey, now Princeton University. By the appointment also of Professor Osborn as Curator of Mammalian Palæontology in the American Museum of Natural History in New York, the first step was taken toward the series of affiliations with important institutions in the city which Columbia was to make.

Under authority of the Trustees, the General Theological Seminary of the Protestant Episcopal Church in New York and the Union Theological Seminary of the Presbyterian Church in New York were invited to enter into relations with Columbia, to send representatives to sit in the University Council with certain privileges, and to make arrangements to cover whatever interchange of facilities might be thought desirable. The Union Theological Seminary entered into an agreement (June 8, 1891) which is still in force and by which, under suitable conditions and restrictions, educational facilities of each institution are available for students of the other, and a delegate from the Seminary sits in the University Council of Columbia with power to advise only.



AVERY ARCHITECTURAL LIBRARY

In the course of the year 1891, arrangements were made by which the educational opportunities of the College were increased and by which continued and effective service on the part of officers was to be especially marked and rewarded.

Twenty-four fellowships of five hundred dollars each were established, twelve of which became available in 1891-2, eighteen in the year following and the twenty-four in 1893-4: the term of each fellowship to be one year, with privilege of renewal, for reasons of weight, for two years more; the candidate to give evidence of a liberal education, of decided fitness for a special line of study, and of upright character; the appointee to devote himself wholly to his studies, which should be such as to lead to the degree of Doctor of Philosophy; competition to be open to graduates of any College or Scientific School in this or any other country.

Further, an ordinance was adopted granting to each Professor the privilege of taking, on half pay, a year's leave of absence once in every seven years; and providing that

any Professor after a service of fifteen years or upward in the College, and who is also sixty-five years of age or over may, if he choose, retire on half-pay.

When the first arrangement for the especial care and supervision of the University courses of study was made, in 1890, the Faculty of the School of Mines was charged with the control of all such courses in Mathematics and the Natural and Applied Sciences. After the establishment of the Department of Biology and the absorption of the College of Physicians and Surgeons, and also through a desire to make a sharp distinction between professional studies and courses of scientific research, a Faculty of Pure Science was created, in 1892, to formulate, conduct and direct University courses of instruction and



ARCHITECTURAL GALLERY, HAVEMEYER HALL

research in all the branches of Pure Science. In the same year, the University Council was reconstituted and given certain defined powers in educational administration.

Some time afterward (in 1896), the incongruity and disadvantage of including under the name "School of Mines," courses not only in Mining, but in Civil, Electrical and Mechanical Engineering, in Chemistry and in Architecture, was recognized as too great to be longer continued. The courses were therefore grouped in separate schools, entitled "School of Mines," "School of Engineering," "School of Chemistry" and "School of Architecture," and the whole placed in charge of the Faculty of the old School of Mines, thereafter styled the "Faculty of Applied Science."

In 1892, the courses of lectures given by the College for the benefit of the public were largely extended. For several years lectures, free to any one who might choose to attend, had been given at the College on Saturday mornings. Arrangements were now made,

with the authorities of Cooper Union, by which the Union gave the hall and the incidental expenses and the College provided the lectures. Much larger audiences were thus secured and the benefits to the city correspondingly increased. In the following year, like co-operation was arranged between Columbia and the American Museum of National History, and Columbia and the Metropolitan Museum of Art.

Lectures are delivered at Cooper Union on successive Tuesday evenings during each winter and are largely attended.



TEACHERS COLLEGE

The Museum of Natural History and the Museum of Art give, in return, certain privileges to the Professors and students of Columbia.

The American Museum places its collections, subject to the control of its own curators, at the service of the Professors and advanced students, for study and research, and gives them facility for work: similar privileges of investigation at Columbia are extended to the Curators of the Museum.

The Metropolitan Museum gives to students at Columbia, in the architectural and other departments, permission to draw, sketch or copy objects in the Museum.

The lectures of Columbia in co-operation with the Metropolitan Museum of Art are given in the hall of the Museum on successive Saturday mornings, and those in co-operation with the American Museum of Natural History in the hall of that Museum on successive Saturday evenings, during each winter.

In 1893, affiliation was made with Teachers College, an institution chartered in 1889, for the training of teachers. Five years later, in January 1898, a new and more intimate agreement was entered into, to secure to the students of the two institutions "reciprocal advantages and opportunities, and especially for the purpose of including Teachers College as a Professional School for teachers in the educational system of the University." By this agreement the President of Columbia is, *ex officio*, President of Teachers College; Teachers College retains its separate corporate organization and its Trustees provide for its financial support; it retains also control of all instruction given by it not leading to a degree and the right to grant certificates to students not candi-



CHAPEL, TEACHERS COLLEGE

dates for a degree; it grants no degrees; courses in Teachers College counting toward the degrees of Bachelor of Arts, Master of Arts and Doctor of Philosophy are subject to the approval of Columbia, and Columbia grants degrees to students pursuing courses in Teachers College who satisfactorily fulfil all the requirements for the respective degrees; Teachers College is represented in the University Council of Columbia by its Dean and one elected delegate, who have a vote only on questions directly affecting Teachers College; certain Professors of Columbia are, *ex officio*, members of the Faculty of Teachers College, with power to vote only on questions directly affecting Columbia or their respective departments.

A notable academic event occurred in the latter part of the collegiate year 1893-4. At that time was celebrated the semi-centennial in the service of the College of Henry

Drisler, LL.D., of the Class of 1839. Professor Drisler had held the chairs of both Latin and Greek, had twice been acting President, once in 1867 during President Barnard's absence as United States Commissioner to the Paris Exposition, and again in 1888 and 1889 during President Barnard's last illness and before the inauguration of President Low, was Dean of the "School of Arts," an office created for him at the close of his last term as acting President, and had acquired, as a classicist, a wide and enviable reputation. The College Alumni Association held a public reception in his honor to testify their respect and veneration. A volume of "classical studies," each article in which was written by a former pupil as a tribute of affection, was given to him at Commencement by one of the contributors, his colleague, the late Professor Merriam. At the Commencement, also, the Reverend Dr. Dix presented him, on behalf of the Trustees, with a beautiful gold medal, struck in commemoration of the event, together with an appropriate minute printed on vellum. The Trustees established in the College a fellowship in Classical Philology, of the value of \$500 a year, to be known as the "Henry Drisler Fellowship of Classical Philology;" and President Low added to his numerous other and splendid gifts to the College the sum of \$10,000 to endow a "Henry Drisler Classical Fund" for the benefit of the Departments of Greek and Latin, the income to be "placed at the disposal of these Departments for the purchase of books, maps, charts, busts or equipment of any kind whatever that will tend to make instruction in the classics at this University more interesting and more attractive."¹

From the time of Mr. Low's accession to the Presidency, the interest of the community in the College was greatly stimulated and manifested itself in substantial benefactions.

In October 1890, the gift of the Avery Architectural Library was "gratefully accepted" by the Trustees. Samuel P. Avery, Esq., gave \$15,000 for the endowment of this Library, established as a department of the University Library by Mr. and Mrs. Avery as a memorial of their son, Henry Ogden Avery, who was an architect in New York. Mr. Avery also presented his son's valuable collection of books, and ordered other books to cost a further sum of \$15,000. The purpose of this endowment was not only to give greatly increased advantages to students in the Columbia department of architecture, but to furnish to practising architects access to rare and costly works not otherwise easily within their reach. Mr. Avery has added largely to his original generous gift till the amount bestowed by him exceeds \$60,000.

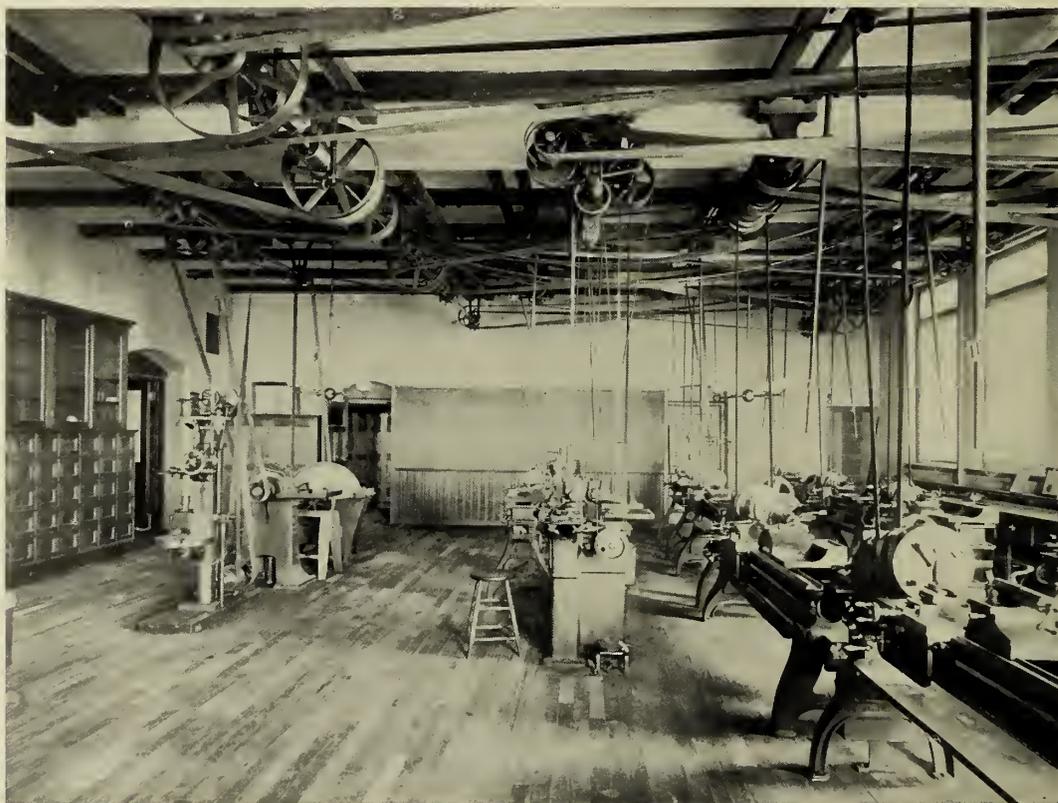
In addition to numerous contributions of books, and of money for books and collections and for the founding of prizes, aggregating a large sum, there were given, in generous amounts, for account of the purchase of the new site that had been selected on the upper west side of the Island at 116th Street. For this purpose, Messrs. J. Pierpont Morgan and Cornelius Vanderbilt gave, each, \$100,000; Mr. D. Willis James, \$50,000; Mr. A. A. Low, \$15,000; Messrs. R. Fulton Cutting and Alfred C. Clark, each \$10,000; and the following \$5,000 each — Messrs. Samuel D. Babcock, Abram S. Hewitt, Morris K. Jessup, Seth Low, Oswald Ottendorfer, Henry Parish, Jacob H. Schiff and Samuel Sloan. Numerous smaller amounts were given, and through the College Alumni Association \$50,000 were subscribed.

The legacy of \$100,000 left by Mr. Da Costa has already been noted.

¹ Professor Drisler died November 30, 1897.

In the will of the late Daniel B. Fayerweather, Columbia was named as one of the institutions to receive, out of his most generously devised estate, \$200,000. The amount has been increased by about \$100,000, through the action of the executors in awarding to Columbia a portion of the residue of the estate left after payment of the several bequests specified in the will.

On her death in 1892, the widow of President Barnard added to the bequest of her husband for the benefit of the College, her own estate amounting to about \$20,000.



MACHINE-SHOP, TEACHERS COLLEGE

In 1893, Charles Bathgate Beck, of the Class of 1877, bequeathed to the College \$2000 for the endowment of prizes, \$8000 for scholarships, and one-fourth of his residuary estate estimated at \$300,000.

Mr. Joseph Pulitzer, of New York, gave the College \$100,000, in return for which the College agreed to pay the tuition of a number of boys, not exceeding ten a year, during the three years which they must pass at a high school in preparation for College and to grant, to such of them as might enter Columbia, free tuition.

The Hon. Hamilton Fish, of the Class of 1827, whose service to the College as Trustee and Chairman of the Board was long and conspicuous, who served his native State well in legislative halls and as Governor, and the country at large as Senator of the United States from New York and as Secretary of State under President Grant, died in September 1893, and left to his *alma mater* a bequest of \$50,000.



CLASS OF 1882 GATE

“In commemoration of the long and intimate relations of Mr. Fish with the College, and in recognition of his distinguished services in the conduct of international affairs in the settlement of many grave controversies arising during his term of office as Secretary of State,” the Trustees decreed that “the Chair of International Law and Diplomacy in Columbia College hereafter be known as the Hamilton Fish Chair of International Law and Diplomacy.”

To mention with these, other notable gifts, that were of later date, it may be recorded here that the Messrs. Vanderbilt, the four sons of the late William H. Vanderbilt, who with their father had already largely contributed to the College of Physicians and Surgeons, added \$350,000 for two new buildings, one for an extension of the Medical School and the other for the Vanderbilt Clinic. Mr. and Mrs. William D. Sloane, who had built and endowed the



VANDERBILT CLINIC, TENTH AVENUE AND SIXTIETH STREET

Sloane Maternity Hospital, connected with the College of Physicians and Surgeons, gave \$250,000 for the enlargement of the Hospital, and provided for its endowment.

President Low, with characteristic munificence, made himself responsible for a Library building at the new site to cost \$1,000,000; Mr. William C. Schermerhorn (in addition to other costly gifts) provided funds for a building to cost \$450,000; and the children and nephew of the late Frederick Christian Havemeyer gave, in his memory, \$450,000 to erect a building for chemical lecture-rooms and laboratories. Mrs. Elizabeth Mary Ludlow offered real estate and personal property for the endowment of a fund for instruction in Music, as a memorial of her son, Robert Center; the Trustees accepted, with “their grateful thanks for her munificent gift,” and, with her permission, designated the Fund as the “Robert Center Fund for Instruction in Music, Founded by his Mother.” A Professorship of Music was created and filled by the election of Edward A. MacDowell, Mus.D.

Mr. Joseph F. Loubat, a friend and generous benefactor of the College, recently deeded to it a piece of Broadway property valued at \$1,100,000, subject to an annuity during his life, to constitute after his death the endowment of a fund to be known as the "Gaillard-Loubat Library Endowment Fund" for the maintenance and increase of the Library.

Exclusive of the property acquired in 1891, through the absorption of the College of Physicians and Surgeons, Columbia has added to its estate, during Mr. Low's eight-years incumbency of office, through legacies and gifts, real estate and other property exceeding in value \$5,000,000.

In recognition of President Low's great personal generosity, the Trustees established in the College twelve scholarships, to be known as Brooklyn Scholarships, to be awarded by competi-



SLOANE MATERNITY HOSPITAL, TENTH AVENUE AND FIFTY-NINTH STREET

tion to boys resident in Brooklyn and prepared for College in any school in Brooklyn, public or private, each scholarship to be of the annual value of \$150, to be held for the full College course of four years, the holder to pay tuition and all other fees: in Barnard College, twelve similar Brooklyn Scholarships for girls, and four graduate scholarships to be known as Curtis Scholarships. They also established, in addition to thirty existing University scholarships, eight such scholarships to be known as the "President's University Scholarships," the term of each scholarship to be one year, to be awarded only to students holding the first degree, and the holder to pay tuition and other fees; an additional University Fellowship to be known as the "Class of '70 Fellowship," the holder thereof to receive a stipend of \$500 a year and not to be liable for tuition or other fees: also, a "Seth Low Professorship of History." The President was requested to nominate the first incumbent of the Professorship, and, on his nomination, William M. Sloane,

Ph.D., L.H.D., of the Class of 1868, for many years Professor in Princeton University, first of Latin and then of History, a historian of repute, author of the "Life of Napoleon," became the first Seth Low Professor of History.

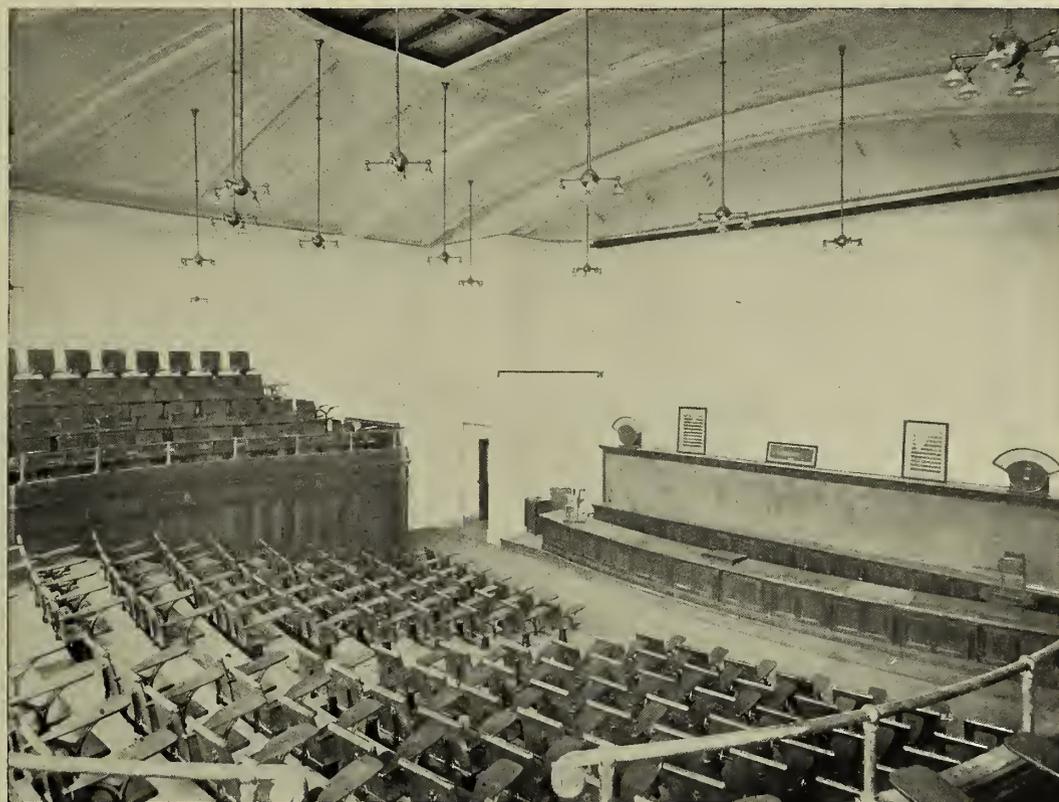
The College curriculum is a subject of constant care and adjustment. Especially under the administrations of President Barnard and his successor, it had been diversified and liberalized. In view of the more ample accommodations and multiplied opportunities to be afforded at the new site, the matter was given renewed consideration and, after prolonged deliberation and discussion, a new curriculum was adopted in 1896, to take effect on removal to Morningside Heights, the future home of the institution. This curriculum requires every candidate for admission to



CHEMICAL LABORATORY, HAVEMEYER HALL

the Freshman Class to pass satisfactory examination in English, Latin and Mathematics, and in one or other of the following groups of subjects (*a*) Greek and French; (*b*) Greek and German; (*c*) advanced Mathematics, French, German, and a Natural Science (Chemistry, Physics or Botany) with laboratory work. After entrance, the studies of the students in the Freshman year are prescribed, except that those who enter with Greek have choice of one of several electives taking three hours a week, and those who enter without Greek have choice of three of several electives; in the Sophomore year, there are seven hours a week of prescribed studies and nine of elective for those who enter with Greek, and for those who enter without Greek, four hours a week of prescribed and twelve hours of elective studies: in the Junior year, all students have three hours a week of prescribed work in Philosophy and Political Economy, together with a course in Rhetoric, and twelve hours free for elective studies: in the Senior year all the courses are elective, and include, under certain restrictions, the first-year courses in the College

of Physicians and Surgeons, the School of Law and the Schools of Applied Science. Under this curriculum no one can obtain the degree of Bachelor of Arts, who does not know something of at least one ancient language; something of History, of Philosophy, and of Political Economy, a good deal of English (courses for at least two years), something of Mathematics and of at least one Natural Science: he must also have a reading knowledge of both French and German. This is the rule for every student. Within the same general range of subjects, he may place the emphasis of his studies upon one group of subjects or another: by a judicious arrangement of his courses, he may qualify himself to enter the second year in the College of Physicians and Surgeons or the School of Law, or the third year in one of the Schools of



CHEMICAL LECTURE-ROOM, HAVEMEYER HALL

Applied Science, at the completion of his College course for the degree of Bachelor of Arts. The curriculum is so constructed as to secure, to every one who follows it successfully, all the elements of a liberal education as agreed upon by the best educational authorities, while fitting himself, better than ever before and at less expenditure of time, to pursue with advantage advanced University courses, or prepare adequately for the professional or other occupation to which he may choose to devote his life.

It had been evident, for some time, that the institution had become substantially a University in all but name, and that its corporate title, "Columbia College," could no longer be used with convenience, propriety or advantage to cover its manifold activities. The original College had come to be designated, for distinction, the "School of Arts," an unfortunate and somewhat misleading title that had become current to distinguish, in printed documents, the "College

proper" from its several "associated schools." The Dean of the College, in his report to the President for the year 1894-5, called attention to the desirableness, on many accounts, of allowing the "School of Arts" to resume its rightful name of Columbia College; and the President, in his report to the Trustees for the same year, said that he cared nothing about the title of the corporation; "but I do care very much about our statutory and educational nomenclature; and I shall shortly submit proposed amendments to the statutes intended to give effect to



UNDERGRADUATE LABORATORY, DEPARTMENT OF ZOÖLOGY

the use of the name University for the institution as a whole, and of Columbia College for the School of Arts."

Accordingly he presented his amendments, which were adopted. The title of the corporation remains unchanged, but in February 1896, it was, "Resolved That, in all official publications hereafter issued by or under authority of the Trustees, all the departments of instruction and research maintained and managed by this corporation may, for convenience, be designated collectively as 'Columbia University in the City of New York,' or 'the University;' and the School of Arts, as the same is now known and described, may hereafter be designated as 'Columbia College' or 'the College.'"

BOOK III

COLUMBIA UNIVERSITY

CHAPTER I

THE NEW SITE ON MORNINGSIDE HEIGHTS

IN 1892, the purchase of a new site and removal thither was determined upon. The situation at 49th Street and Madison Avenue had always been regarded as temporary. It had been intended to make use of a portion of the "Botanic Garden" property, between 49th and 50th Streets fronting Fifth Avenue, for permanent buildings, but that design had been abandoned. Subsequently, in 1872, property was purchased near 161st Street and Ridge Road, containing about eight acres, still in possession of the College, and known as the "Wheelock property." After the land had been acquired, reluctance to place there buildings for the College and its several parts—the Law School and the School of Mines, and further accommodations for development of the University system that was in contemplation and preparation—grew up and became sufficiently strong to cause delay and then relinquishment of the project. But the necessity of removal from the cramped quarters at 49th Street, and the noisy neighborhood of a great railroad, and that at no distant day, was constantly urged upon the Trustees by President Barnard. And the Trustees frequently took action looking to the carrying out of Dr. Barnard's recommendation. But no plot suitable in size and position was suggested till Mr. John B. Pine, of the Class of '77 and one of the Trustees, called attention to the four blocks of land owned by the New York Hospital and occupied by the Bloomingdale Asylum, lying between 116th and 120th Streets, Amsterdam Avenue and the Boulevard. In December 1891, an option was taken on the land with the buildings thereon, for \$2,000,000; in April 1892, the option was closed and the question of the future home of Columbia was settled.

The site thus acquired was not only of ample proportions, nobly situated on the crown of the Island of Manhattan, overlooking a grand sweep of the Hudson River, but had also much historic interest. It was in this immediate vicinity, and partly upon this very ground, that the Revolutionary battle of Harlem Heights was fought and, for the first time in that contest, the raw undisciplined American volunteers showed that their valor and persistence could successfully withstand the royal troops, and the ground was fitly consecrated to high purposes by the blood of early martyrs to the cause of rational freedom. Again, in the War of 1812, it was a scene of defensive activity in which the College, as such, had a part. It appears that the students and alumni of the College participated, as a body, in the preparations for the defence of the city against the British by throwing up fortifications at Harlem Heights, as witness the following advertisement that appeared in the "Evening Post" of October 25, 1814:

“Notice. Vincit amor patriæ laudumque immensa cupido . . . Virg.

“The students and former graduates of Columbia College, together with such other young gentlemen as are desirous of performing another day’s labour on Harlaem Heights, are requested to assemble in the College Green on Wednesday, the 26th inst., at half past 6 o’clock, for the purpose of proceeding to the same.

“By order of the Committee.”

The College was not to take possession of the property till January 1, 1895 (the date was afterward changed to October 1, 1894), and rare opportunity was thus afforded, and made use of, for careful consideration and adoption of the best plans for its development for university purposes.



SCHERMERHORN AND FAYERWEATHER HALLS

The first corner-stone to be set in its place of any of the new buildings was that of the Library, given by Mr. Low as a memorial of his father, the late Abiel Abbot Low; and this occurred December 7, 1895. In compliance with the President’s request, the ceremonies were very simple and were held in presence of the Trustees and a few Professors and friends. The Rev. Dr. Van De Water, Chaplain of the University, officiated at the service, President Low laid the corner-stone and the Rt. Rev. Bishop Potter made a brief address.

The formal dedication of the new site, and the laying of the corner-stones of Schermerhorn Hall, the gift of William C. Schermerhorn, of the Class of 1840, Chairman of the Trustees, and designed for the accommodation of the natural sciences, and of the Physics Building, took place on Saturday, May 2, 1896. At 12 o’clock on that day, in the presence of a large number of alumni and other friends of Columbia, the ceremonies began with the Physics Building: the Rev. Dr. Marvin R. Vincent, of the Class of ’54, officiated as Chaplain, Professor Ogden N. Rood, Professor of Physics, laid the corner-stone, and an address was made by Professor J. H. Van Amringe, of the Class of ’60, Dean of the College. Immediately thereafter, at



TRUSTEES OF COLUMBIA, 1895

WILLIAM G. LATHROP, JR.	JOHN CROSBY BROWN	W. BAYARD CUTTING	C. A. SILLIMAN	EDWARD B. COE, D.D.
CORNELIUS VANDERBILT	MARVIN R. VINCENT, D.D.	EDWARD MITCHELL	JOHN B. PINE	F. A. SCHERERHORN
GEORGE L. RIVES	H. H. CAMMANN	GEORGE G. WHELLOCK, M.D.	F. R. COUDERT	JOHN MCL. NASH
LENOX SMITH	PRESIDENT LOW	W. C. SCHERERHORN	MORGAN DIV, D.D.	GERARD BREKMAN

Schermerhorn Hall, the Rev. Dr. Dix, of the Class of '48, Rector of Trinity Parish, officiated as Chaplain, the corner-stone was laid by Mr. Schermerhorn, and Dr. Henry F. Osborn, Da Costa Professor of Zoölogy, made an address. In the afternoon the site itself was formally dedicated in the presence of five thousand people, including the highest officers of the State and the City, women representing all that is best in refined and cultivated society, and "men renowned in law, literature, art, science and commerce." The exercises were opened with prayer by the Rev. Dr. Edward B. Coe. The first address was made by President Low. "We are met to-day," said he, "to dedicate to a new use this historic ground. Already it is twice consecrated. In the Revolutionary War this soil drank the blood of patriots, willingly shed for the independence



SCHERMERHORN HALL ENTRANCE

of the land. Since then, for three generations, it has witnessed the union of science and of brotherly kindness devoted to the care of humanity suffering from the most mysterious of all the ills that flesh is heir to. To-day we dedicate it, in the same spirit of loyalty to the country and of devotion to mankind, to the inspiring use of a venerable and historic University."

The presentation of the national colors on behalf of Lafayette Post, Grand Army of the Republic, was made by Rear Admiral Richard W. Meade, United States Navy, Post Commander. On behalf of his comrades, he presented "to the President and Trustees of Columbia University the flag of our country, to be hoisted at the staff erected by Lafayette Post in front of the Library building, where, resting upon a granite and bronze support, typical of the enduring nature of the principles symbolized by the banner of the nation, there will be found on the pedestal, in letters of bronze, the charge to the students of Columbia to 'love, cherish and defend it.'"

President Low, in accepting the flag, said, "In the name of the men of King's College who fought for the independence of the Colonies, and did so much to establish the Government of these United States; in the name of the men of Columbia College who in the War of 1812 and in the Mexican War fought under this flag in the country's quarrel; and in the name of the men of Columbia University, who fought, as you fought, in the War for the preservation of the Union, and who helped to bring unscathed out of the storm of the War, this glorious flag, I pledge you for this University that we shall 'love, cherish, and defend it.'"

The Dedication Ode, in Latin, written by Dr. Harry Thurston Peck, of the Class of 1881, Professor of Latin, was sung to the air "Integer vitæ."

Then followed the principal address of the day by the Hon. Abram S. Hewitt, LL.D., of the Class of 1842, a former Mayor of the City of New York. In beginning his noble oration, distinguished for learning, wisdom and eloquence, Mr. Hewitt said:

"This occasion and these impressive ceremonies are intended to recognize the trinity of religion, learning and patriotism. It is most fitting that such a conjunction should be celebrated on these Morningside Heights, consecrated by the blood of heroes in a conflict which first showed the ability of the Continental militia to hold their own against trained British soldiers whose valor had been proved on many a hard fought field. It is meet and right that the ministers of the churches which were associated in the foundation of King's College, and that the Bishop and other clergy of the noble Cathedral which hard by is slowly rearing its majestic proportions to Heaven, should lend to this occasion the benediction of their presence and their prayers. It accords with the fitness of things that the Presidents and Faculties of the great sister Institutions of Learning, which are the pride of the closing, and the hope of the coming, century, are here to rejoice with Columbia in the day of her rejoicing, and to renew with her the pledge to train up a free people in the virtue and knowledge on which their liberties depend. It is well for the Governor and the Regents of the University of the great State of New York, by whose wise and timely legislation Columbia College was re-organized and endowed with an estate, which enables it at this late day to realize the expectations of the far-seeing legislators who declared that she was to become 'the mother of a University,' to witness the fulfilment of the prophecy of the fathers, on a scale of grandeur beyond the dreams of the most sanguine friends of sound learning. But above all, the presence of the Mayor of New York and of the members of the Corporation, its aldermen and commonalty, in this great audience assembled, is proof of the deep and abiding interest which the city has in the final dwelling-place of an institution which, as I shall hope to show, has contributed largely to its growth, is the most striking monument of its progress, and must be its guide in the development which promises to make it chief among the cities of the world.

"Such a rare concurrence of piety, learning, wisdom and authority indicates that this occasion has a significance which demands and justifies an explanation, familiar as it must necessarily be to the students of history and to the friends of education, but necessary in order to comprehend the genesis and the mission of the new University, destined to radiate its influence for good in all time to come from these buildings which we are here to dedicate to the service of God and man. Let it be remembered, however, that we are here not to dedicate buildings alone, but also to dedicate to the responsibilities and duties of advancing civilization the wealth, the energies and the potentialities of the millions of men who will in the ages to come constitute the population gathered around this centre of light and learning."

President Eliot, of Harvard University, then presented "the hearty congratulations of the sister Universities" to Columbia "on the acquisition of this spacious site, of these rising buildings, and of numerous important additions to the material and intellectual resources of the University," and to "the City, too, that its chief University is to have here a setting commensurate with the work of its intellectual and spiritual influence."

The dedication exercises were closed by the Benediction pronounced by the Right Reverend, the Bishop of New York.



WEST HALL

In the following November, were laid the corner-stones of Havemeyer Hall and the Engineering Building. In October 1897, the five buildings—the Library, Schermerhorn Hall, Physics Building, Havemeyer Hall and Engineering Building—were ready for occupancy, and the entire work of the University, except that of the Medical School, was removed thither, and is there successfully conducted.

CHAPTER II

CONSTITUTION OF THE UNIVERSITY — BUILDINGS AND EQUIPMENT

THE University consists of:

1. *Columbia College*, chartered in 1754 as the College of the Province of New York in America, but commonly known as King's College; rechristened in 1784 Columbia College, known, for distinction, after the institution had successfully developed professional and other departments or schools (the Law School, School of Mines, etc.) under President Barnard, as

the "Academic Department," "School of Letters and Science," "School of Arts"; and authorized, in 1896, to resume its early and rightful name, when confusion in the thing signified by the name was avoided by styling the institution as a whole, "University."

2. *College of Physicians and Surgeons*, established as a Medical School by King's College in 1767; revived by Columbia College in 1792; became an independent corporation under its present name, in 1807, with the co-operation of Professors in the Columbia Medical Faculty and causing a relinquishment of that Faculty by Columbia in 1813; adopted by Columbia as its Medical Department in 1860, under an arrangement that made the connection a nominal one; surrendered its separate Charter in 1891, and became



UNIVERSITY GYMNASIUM

an integral part of the University system of Columbia under the title which its Faculty had made distinguished.

3. *School of Law*—the initial steps toward which were taken by appointment, in 1793, of James Kent as Professor of Law, his continuance in office, at that time, for five years, by his reappointment in 1823, and by the appointment of William Betts as his successor in 1848—was founded in 1858 as the first fruits of the brightening financial prospects that accompanied the removal of the College from its original site in 1857. The School is designed to prepare students for practice in any State of the Union and gives a thorough, practical and scientific education in the principles of the law included in the following subdivisions:—The common law, in its development and as it exists to-day in the United States, together with such statutory modifications as are common to the several States; Equity, in its development, and as it exists to-day in the United States; The law of the State of New York, including practice and pleading under the Code of Civil Procedure, and the

doctrines of substantive law peculiar to that State; The public law of the United States, and the principal European countries, including constitutional law, administrative law, and international law; Comparative jurisprudence, Roman law and the History of European law.

4. *Schools of Applied Science* — Mines, Engineering, Chemistry, Architecture — established in 1864, as the School of Mines, the first step in the direction of a School of Applied Science as was officially announced at its inception; which, by the gradual addition of different courses leading to separate degrees, became a misnomer that was long adhered to because of the wide and favorable reputation acquired under it. In 1896, the courses in



GYMNASIUM, INTERIOR

Mining and Metallurgy were given the original title, "School of Mines"; the remaining courses in Engineering were grouped in a "School of Engineering"; the courses in Analytical, Industrial and Organic Chemistry were styled the "School of Chemistry," and the course in Architecture, the "School of Architecture." These several schools are together known as "Schools of Applied Science," and are collectively under the supervision and control of a "Faculty of Applied Science." Under this Faculty are conducted also the University courses in applied, as distinguished from pure, science.

5. *School of Political Science*, established in 1880, conducts the University courses of instruction and research in three great groups of subjects: History and Political Philosophy; Public Law and Comparative Jurisprudence; Economics and Social Science.

6. *School of Philosophy*, established in 1890, grew by a natural process out of the literary and classical side of the College, and conducts numerous and extensive University courses in Philosophy, Education, Psychology, Philology and Letters.

7. *School of Pure Science*, established in 1892, grew by a natural process out of the "School of Mines," the scientific side of the College and the Medical School, and conducts the University courses of instruction and research in all branches of Pure Science — Mathematics, Mechanics, Physics, Chemistry, Mineralogy, Astronomy, Geology, Zoölogy, Botany, Physiology, Anatomy, Bacteriology.



SWIMMING POOL, GYMNASIUM

Subject to the reserved power of control by the Trustees, each of these several parts is under the exclusive management of a separately organized Faculty: all questions involving two or more Faculties, and the educational administration of the University relating to the correlation of University courses offered, the encouragement of original research, the requirements for the degrees of Master of Arts, Master of Laws and Doctor of Philosophy, the appointment of University Scholars and Fellows and their government, are committed to a *University Council*. The Council consists of the President; the Dean and the Secretary of the College, *ex officio*; the Dean and one elected delegate from the Faculty of each of the other parts; a representative of the Union Theological Seminary, with power to advise only; and, since January 1898, of the Dean and one elected delegate from the Faculty of Teachers College, these representatives having a vote only upon questions directly affecting Teachers College.

Degrees are conferred by the Trustees on the recommendation of the several Faculties and of the University Council as follows: (a) The degree of Bachelor of Arts, on the recommendation of the Faculty of Columbia College; (b) The professional and technical degrees of Bachelor of Laws on the recommendation of the Faculty of the School of Law; Doctor of Medicine on the recommendation of the Faculty of the College of Physicians and Surgeons; Bachelor of Science, Engineer of Mines, Civil Engineer, and Sanitary Engineer, on the recommendation of the Faculty of Applied Science; and (c) The degrees of Master of Arts, Master of Laws and Doctor of Philosophy, on the recommendation of the University Council.

The College of Physicians and Surgeons occupies a group of buildings, consisting of the College building proper, the Vanderbilt Clinic and the Sloane Maternity Hospital,



ATHLETIC FIELD, AMSTERDAM AVENUE AND 116TH STREET

which stand upon thirty contiguous lots of land bounded on the south, west and north by Fifty-ninth Street, Tenth Avenue and Sixtieth Street, respectively, and immediately opposite to the Roosevelt Hospital.

The buildings are of recent and improved construction and are thoroughly equipped with the most modern appliances for instruction in all the fields of medical research. The lectures, laboratory courses and collections of the didactic building afford every possible opportunity for a thorough training in all the branches of Medical Science. The dissecting facilities, and the material for dissection, the laboratories for chemical work, for Histology, Physiology, Pathology and Bacteriology, leave nothing to be desired in these directions. The Vanderbilt Clinic controls an enormous clinical material. About 150,000 patients are treated there annually, and from these all of the cases needed for demonstration in all the special departments of medicine and surgery are readily obtained. The Sloane Maternity Hospital is the most perfectly appointed lying-in hospital in the world.

There is, probably, no other medical school in the country at which the opportunities open to the trained and intelligent student are equalled.

The College and all other departments of the University are on the grounds at Morningside Heights.

The principal approach to the grounds is from 116th Street, by a broad flight of steps and an entrance court 375 feet wide by 200 feet in depth. Another flight of steps leads to the portico of the Library.

The Library building is classic in style, resembles in form a Greek cross and is surmounted by a dome; it is 192 feet wide, 200 feet deep, and the height to the top of the dome is 135 feet. The main floor is devoted to administration and several reading-



ENGINEERING BUILDING AND HAVEMEYER HALL

rooms. The general reading-room occupies the centre of the building under the dome, is nearly square in form, eighty feet in width, with a seating capacity for two hundred and twenty-five readers, and is surrounded by a carefully selected reference library of about ten thousand volumes. There is a special reading-room for law students, with capacity for one hundred and fifty readers; also a separate room for the Avery Library, with accommodation for fifty readers. There are eighteen small seminar rooms for the use of officers and University students, particularly in the Departments of Philosophy, Literature and Philology, and the Historical, Sociological and Economic Sciences. When utilized for Library purposes alone, the building, it is estimated, will have a capacity of twelve hundred thousand volumes. Portions of the building are now used for the offices and lecture-rooms of the Schools of Law, Political Science and Philosophy.

To the northeast of the Library, near 119th Street and Amsterdam Avenue, is Schermerhorn Hall for the especial accommodation of the Natural Sciences. It contains the offices,

laboratories and lecture-rooms of the Departments of Botany, Geology, Mineralogy, Experimental Psychology and the Da Costa Department of Zoölogy, with the extensive, and in many particulars, unique collections and museums illustrative of all the courses of study and research conducted by those departments.

Immediately south of the Schermerhorn Hall, and still on Amsterdam Avenue, is a building which, while it awaits a more impressive name to be bestowed upon it by a fortunate giver, is called the "Physics Building."¹ It is expected that the entire building will ultimately be devoted to the Department of Physics, but meanwhile it contains the offices, laboratories and lecture-rooms of that Department, and of the Departments of Mechanics



HAVEMEYER HALL, FROM THE NORTHWEST

and Astronomy, with their cabinets and collections. It supplies accommodations, also, to the Departments of Rhetoric, English, Romance Languages and Literatures, Germanic Languages and Literatures.

South of the Physics Building, on 116th Street and Amsterdam Avenue, is a brick building that was on the ground when it was purchased. It has been suitably fitted up for temporary use and is styled College Hall. It is occupied by the Dean of the College for his offices, and by the Departments of Greek, Latin and Mathematics, for offices, lecture-rooms, departmental libraries and collections.

To the northwest of the Library, on the Boulevard, directly west of Schermerhorn Hall, is Havemeyer Hall, intended, and ultimately to be entirely used, for the Department of

¹ Since named Fayerweather Hall.

Chemistry, its offices, lecture-rooms, laboratories, extensive and diversified collections. At present it contains also the Department of Metallurgy with its models, collections of specimens, diagrams and tracings, and laboratory; and the Department of Architecture with its Drawing Academies, its equipment of photographs, departmental library, classical library of prints and plates, MS. drawings from the *École des Beaux Arts*, casts of architectural detail from ancient and modern Roman buildings, building stones, tools and materials, and several thousand lantern-slides of architectural subjects.

Directly south of Havemeyer Hall, and still on the Boulevard, is the "Engineering Building," which, like its fellow on the opposite side of the grounds to the east, awaits rechristening. It contains the several departments of Engineering, Mining, Civil, Sanitary, Mechanical and Electrical, with their drawing academies, numerous important collections, laboratories, museums, work-rooms, offices and lecture-rooms.



UNIVERSITY HALL (PROPOSED DESIGN), FROM THE SOUTH

SHOWING ENTRANCE TO ALUMNI MEMORIAL HALL

Immediately north of the Library and about two hundred feet distant from it, and, next to the Library, the most conspicuous building on the grounds, is, or rather is to be, the University Building. The southern portion of this building, facing the Library quadrangle, is designed as a Memorial Hall, to serve both as a monument of distinguished alumni, and as a dining-hall for the officers, students and, on occasions, the alumni of the University. Connecting with the Hall, and on the same level, is to be the University Theatre, with a seating capacity of 2500. Under the Theatre is the Gymnasium, and under Memorial Hall, the engine-room and power plant. The building has a frontage of 180 feet and a depth of 240 feet.

The engine-room and power plant are completed and in full operation.

The Gymnasium, with all the conveniences and modern appliances that go to make a model of its kind, will be ready for use in May.

In addition to the Gymnasium, the University provides, for the physical improvement and enjoyment of its students:

A very fine boat-house, the gift of Mr. Edwin Gould, a member of the Class of '88, which is fully equipped with lockers, baths, and boats of all kinds for practice and racing; is conveniently situated on the Hudson River at the foot of 115th Street; and has, connected with it, an excellent and fast Herreshoff steam launch:

And an Athletic Field of about twenty acres, graded and prepared for track athletics, supplied with a training house, and a grand stand with a seating capacity of nine thousand; and situated at Williams Bridge, distant a short half-hour from the University. It was purchased and fitted up by the College Alumni Association and was recently presented, with all its possibilities, and liabilities, to the Trustees of the University.



UNIVERSITY HALL (PROPOSED DESIGN), FROM THE EAST
SHOWING ALUMNI MEMORIAL HALL AND THEATRE

Each student in any part of the University matriculates as a member of the University, and has, under suitable regulations, all the privileges of the whole University, including the use of its cabinets and collections and its Library.

The cabinets, museums, collections of various kinds, illustrative and other, are extensive, in some cases unique, cover all departments of instruction and research, are constantly increasing, are well displayed, and conveniently arranged for inspection and investigation.

The Library contains about 240,000 volumes, exclusive of unbound pamphlets and duplicates, and increases at the rate of about eighteen thousand volumes a year. It is the third University Library in the country, in point of size, and, by its arrangement and the liberality of its management, is surpassed by no Library in usefulness. In it are well represented all the subjects taught in the various courses of the University. It contains a number of interesting and notable special collections, as — the law library of the first Chief-Justice of the United States, and of the first President of the College after the Revolution; the Mathematical Library of Professor Henry James Anderson; the Torrey Botanical Library; the Newberry Geological Library;

the Phoenix Library of 7,000 volumes; the Avery Architectural Library of 15,000 volumes, devoted to architecture and the building and industrial arts; the Mary Queen of Scots Library, collected and given by General J. Watts de Peyster, containing four hundred volumes; the collection of books by and about Goethe, containing twelve hundred volumes; the Immanuel Kant Collection of over six hundred volumes; the Townsend Library of national, state and individual war records, presented by F. Augustus Schermerhorn of the Class of 1868.

The Library is open from half-past eight o'clock in the morning till ten o'clock at night every day in the year except Sundays, Good Friday, Fourth of July, Thanksgiving Day and Christmas; and is freely accessible not only to all officers, students and alumni of the University, of Barnard College, of Teachers College, of the New York University and of the College of the City of New York, for borrowing and reference, but also, for purposes of reference and study, to all persons who may be responsibly introduced to the Librarian.

In all departments of the University, there are seventy-four Professors and Adjunct Professors, thirteen Clinical Professors and Lecturers, two hundred and sixteen Instructors, Tutors, Lecturers, Clinical Assistants and other officers of instruction, making a total of three hundred and three; and two thousand two hundred and nine students.

Columbia College had, as King's College, its first dwelling-place on a gentle eminence overlooking Hudson River and the Bay, and was so well placed that an English gentleman, travelling in the Province of New York, wrote that he believed it to be the most beautifully situated of any College in the world. After nearly a century of useful life there, it was compelled, by the encroachments and turmoil of commerce, to seek a less disturbed situation, and found it, for a time, on Madison Avenue, at Forty-ninth Street.

On this "temporary" site, to which it was removed in the spring of 1857, a College relatively small but of lofty ideals and determined purpose, it spent forty years of laborious and earnest endeavor and, through the foresight, unwearied care and devotion of its Trustees, the genius, learning and sustained enthusiasm of President Barnard, the constructive skill, administrative wisdom and stimulating generosity of President Low, became, in fact and in name, a University. As such it was, in the fall of 1897, installed in its permanent home on Morningside Heights — a noble and commanding site, worthy of its honorable past and significant of its future as the crowning glory of the cosmopolitan city with which it has always been closely identified and which is the gateway of a Continent.

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